

EDUC 511  
Spring 2022; Lentz Hall Rm 230

**Instructor:** Terri Huck  
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**Office Hours:** as needed, scheduled through email

**Phone:** 262.496.7086  
**Class:** T 5:00-8:00p.m. **Credits:** 4  
Room: LH 318

**Required Texts:**

*The Curriculum Studies Reader* David J. Flinders, Stephen J. Thornton. Fifth Edition, 2013. New York, NY.

**Supplemental Texts (excerpts provided):**

*Framework for 21<sup>st</sup> Century Learning* (Partnership for 21<sup>st</sup> Century Skills, 2007)  
*10 Quick Ways to Analyze children's Books for Racism and Sexism* (California State Department of Education, 1998)  
*2020 Forecast: Creating the Future of Learning* (Knowledge Works. Institute for the Future. 2008) Educational Curriculum Related Digital Sites  
Articles on Topics as Assigned

**Course Description:**

Historical and current trends in curriculum development are studied. The relationship among curriculum, instructional methodology, and assessment is addressed, as well as the role of national, state and local standards in classroom curriculum.

**General Course Objectives:**

Participants will:

1. Demonstrate an understanding of past and current curricular issues;
2. Display an understanding of the historical context of curriculum and instruction;
3. Describe the relationship between curriculum, instruction, and assessment;
4. Exhibit comprehension of the curriculum development process;
5. Delineate the impact of national, state, and local standards on curriculum;
6. Develop an awareness of the role of teachers as leaders in curriculum development;
7. Define curricular practices through theory, policy and practice.

**Performance Tasks:**

Candidates will be able to:

1. Edit and update their teaching philosophy;
2. Reflect on their leadership abilities;
3. Read, analyze, and facilitate discussion on current research in curriculum study, development and implementation;
4. Model various instructional strategies that promote problem solving and critical thinking based on curriculum theory;

**Professionalism**

This is a graduate level course and students will demonstrate the dispositions associated with and expected of professional development for educators. Dispositions may be defined as the values, commitments, and professional ethics that influence behaviors toward students, families and colleagues. Students' recognize how they affect student learning, motivation and development as well as their own professional growth. Interactions with the material and colleagues are guided by professional growth. Interactions with the material and colleagues are guided by beliefs and attitudes showing cultural competency, responsibility, and social justice.

Punctuality both in attendance and in completion/submission of assignments is assumed. Always report to class having read the material ready to discuss the readings. Active, positive and introspective participation adds to the learning environment for all and is both graded and expected each class period. As active learners, seek and share information, knowledge, and real life experiences that are extensions of the assigned reading.

**Academic Integrity**

Academic integrity is expected of all students. The faculty and administration as a serious offense regard the attempt of any student to present as his/her own, which he/she has not produced. Students are considered to have cheated if they copy the work of another during an examination, or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage Faculty Handbook guidelines regarding academic misconduct.

**Grading Policy**

Letter grades will be given based on quality of work in the four course expectations described above.

**Instructional Accommodations**

Your success as a student is important to me. If you have a diagnosed disability that may have some impact on your ability in this class, and/or may require other types of accommodations, please contact me early in the course so that appropriate accommodations can be made in a timely manner. Please feel free to contact me by phone or email to schedule an appointment. The Office of the Dean of Students is the designated office on campus to provide services and accommodation to students with diagnosed disabilities. You need to provide documentation of your disability to this office.

## Course Requirements:

**Attendance and Participation** (90%). **Punctuality, attendance and preparation are key to the success of this class.** You are expected to be in attendance for all classes; in the case of an emergency and you are not able to attend a class, text me, cell phone 262-496-7086. You will be responsible to independently write up any chapters you miss. Bring your assignments, reading, textbook and technology to each class.

**Critical Commentaries and Chapter Facilitator** (20%). You will be responsible for several chapters in each section of the book. Provide some background information on the theorist, education, period in society. Be prepared to talk about your reading's philosophy, curriculum purpose and theory behind learning, economic impact on society, practice and application to education today. Summarize your assigned chapter in a shared Google Doc. **Entries must be in by Saturday before class.**

You will be leading discussion on curriculum topics from the text (Chapters assigned) and various resources. Facilitators will be responsible for reading the text thoroughly, and share your presentation with classmates, and lead a class activity to reinforce the concepts. Locate and bring to class digital information, article, report, etc. related to the text reading document. Reflect on your personal reactions and application of your learning. For example, consider how this learning could impact your current work, professional or personal experiences.

**Non Chapter Facilitators** Reflect on your personal reactions and application of your learning to what the facilitator presented. Respond to each Facilitators' summary through a statement or question. For example, consider how this learning could impact your current work, professional or personal experiences. **Entries must be in 48 hours before the class, otherwise it will be considered late.**

**Assignments and Responses** (60%). Throughout the course you are expected to complete assignments on time as requested. For all assignments be prepared to participate in activities and discussions.

### **1. Historical Perspective on Education and Its Impact on Education: (Goals 2000/National Goals)**

Research, Compare/create the historical connection with the times it was implemented and its impact on education today (pick 2): Provide a timeline, purpose/intention for the Impact, existence or implications on education today.

<ol style="list-style-type: none"><li>1. <i>Brown Vs. Board of Education</i></li><li>2. <i>National Defense Education Act</i></li><li>3. <i>The Elementary and Secondary Education Act (ESEA),</i></li><li>4. <i>Regional Laboratories and Research and Development Centers</i></li><li>5. <i>The Comer Process</i></li><li>6. <i>Horace Mann League</i></li><li>7. <i>Nation at Risk</i></li><li>8. <i>No Child Left Behind</i></li><li>9. <i>The Comprehensive Schools Reform Act</i></li><li>10. <i>American Recovery and Reinvestment Act</i></li><li>11. <i>Race to the Top Act</i></li></ol>	<ol style="list-style-type: none"><li>12. <i>Every Child Succeeds Act</i></li><li>13. <i>Elementary and Secondary School Emergency Relief (ESSER) Fund</i></li><li>14. <i>College and Career Readiness and ACT work Keys</i></li><li>15. <i>The Individual Disabilities Education Act (IDEA)</i></li><li>16. <i>American Reinvestment and Recovery Act including "Race to the Top" Competitive Grant.</i></li><li>17. <i>The Higher Education Act</i></li><li>18. <i>Public Law 105-332, The Carl Perkins Vocational and Technical Education Act</i></li><li>19. <i>Rehabilitation Act of 1973 and 1980 with section 504</i></li><li>20. <i>National Governors association Center for Best Practices and Council of Chief School officers</i></li></ol>
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### **2. Future of Education Research Claim: Many people mistakenly believe that innovations need to be jaw-dropping, new-to-world epiphanies. Typically new-to-world discoveries and inventions are typically the province of traditional research and theories.**

Research TRENDS that are SHAPING EDUCATION'S FUTURE: What will it be? Consider equity in education: student diversity/multiracial, students with special needs, curriculum development/delivery, technology, urban education, preparing students for the future, employability, etc. Make a claim, support your claim with evidence (research) and reasons why you feel your claim will have the greatest impact in education. **Justification:** Identify three or more authors/educational researchers points of view your future claim, including which details they include and emphasize in their respective accounts. Cite the textual evidence that most strongly supports an analysis of why you would support their theory(ies). APA style, 3-5 pages double spaced.

**3. Equity in Picture Books/Texts:** Find 5 Picture Books available in schools – rewrite / be prepared to retell one of the books reviewed to make it equitable based on research theories from Coleman, AAUW and McIntosh.

**Theoretical Application** (20%). Teach a lesson applying one or more theorists to the activity.

**Curriculum Final (50%). Formulate, Deliberate, and Assess Possible Reforms in...** While all changes do not lead to improvement, all improvement requires change. The ability to develop, test, and implement changes is essential for any individual, group or organization that want to continuously improve.

This assignment is designed to facilitate students' depth of understanding of curriculum and change. Each student will select a major curriculum framework/issue or school reform as the focus of research. Drawing from the readings, students will analyze the curriculum/reform attending to the political, social, and economic relations at particular historical moments. Questions may include: 1) How did this curriculum/reform develop? - What is the purpose of the reform? 2) What are the theory, political, social, and economic consequences of this curriculum/reform? - How was it evaluated or is there an evaluation to determine the need of reform? 3) How is this curriculum/reform "lived"? - How or did thought and practice play a role in the success of its reform? 4) The project will do more than narrate "about" the selected curriculum/reform; rather, the analysis will describe its underlying discourses, how they are experienced, by whom, and with what consequences. Students are expected to ground their analysis in a solid theoretical position. Write a bibliography (APA format) that includes 4 or more references you used for your review of literature to develop your theory, policies, and practice.

Curriculum ideas to consider: Correlation between Grading and Learning, Looping, Equity in Education, Proficiency-based Learning, Role of Assessments and learning, Technology-Enhanced Learning, Integrating student well-being issues into academic contexts, Brain-based Learning

**Wisconsin Standards for Administrator Development & Licensure**

**Standard #1 (Teacher Standards)** - The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.

**Standard #2 (Vision)** - The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

**Standard #3 (Instructional Program)** - The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

**Standard #4 (Management)** - The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

**Standard #5 (Family/Community Relations)** - The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard #6 (Ethics)** - The administrator acts with integrity, fairness, and in an ethical manner.

**Standard #7 (Context affecting schooling)** - The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Date	Topic	<p align="center"><b>Readings/Performance Task Due</b></p> <p align="center"><i>Learning can and often does take place without the benefit of teaching—and sometimes even in spite of it—but there is no such thing as effective teaching in the absence of learning.</i></p> <p align="right">ANGELO AND CROSS</p>
2.8.22	<b>Part One</b> Looking Back: A Prologue to Curriculum Studies	<b>ALL - Introduction</b> (page ix) Book Structure Course Requirements
2.15.22	<b>Part One</b> Looking Back: A Prologue to Curriculum Studies	<b>ALL- John Dewey (Chapter 3)</b> <i>My Pedagogic Creed</i> <b>ALL- Laurel N. Tanner (Chapter 4)</b> <i>The Meaning of Curriculum in Dewey's Laboratory School 1894-1904</i> <b>ALL - Video alignment – how media draws on Dewey</b> <b>ALL- Pick two Historical Perspectives</b>
2.22.22	<b>NO Class</b>	<b>Individual Research “Historical Perspective”</b>
3.1.22		<b>DelFrate- Franklin Bobbitt (Chapter 1)</b> <i>Scientific Method in Curriculum-Making</i> <b>Komatsu - Maria Montessori (Chapter 2)</b> <i>A critical Consideration of New Pedagogy in Its Relation to Modern Science</i> <b>Koslica– Jane Addams (Chapter 5)</b> <i>The Public School and the Immigrant Child</i> <b>Roy - George Counts (Chapter 6)</b> <i>Dare the School Build a New Social Order</i>
3.8.22	<b>Part Two:</b> Curriculum at Center Stage its Historical Perspective	<b>Scott– Ralph W. Tyler (Chapter 7)</b> <i>Basic Principles of Curriculum and Instruction</i> <b>Tsao- Thomas Fallace and Victoria Fantozzi (Chapter 8)</b> <i>Was There Really a Social Efficiency Doctrine? The Uses and Abuses of an Idea in Educational History</i> <b>Wade- Jerome S. Bruner (Chapter 9)</b> <i>Man: A Course of Study</i> <b>DelFrate- James Popham (Chapter 10)</b> <i>Objectives</i> <b>✓Identify Curriculum focus for your final</b>
3.15.22	<b>NO CLASS</b>	<b>Carthage Spring Break</b>
3.22.22	<b>Part Two:</b> Curriculum at Center Stage its Historical Perspective	<b>Komatsu- Elliot W. Eisner (Chapter 11)</b> <i>Educational Objectives – Help or Hindrance</i> <b>Vanord – Decker F. Walker (Chapter 12)</b> <i>A Naturalistic Model for Curriculum Development</i> <b>Koslica- Green (Chapter 13)</b> <i>Curriculum and Consciousness</i>
3.29.22	<b>Historical perspective on education and its impact on education</b>	<b>✓ Students will present their findings on Historical perspectives on Education and its impact on Education Today</b> <b>✓ Future of Education Research Claim due</b>
4.5.22	<b>Part Three:</b> Re-conceptualizing Curriculum Theory	<b>Vanord – William F. Pinar (Chapter 14)</b> <i>The Reconceptualization of Curricular Studies</i> <b>Roy - Paul Freire (Chapter 15)</b> <i>The Adult Literacy Process as Cultural Action for Freedom</i> <b>Scott- Motimer J Adler (Chapter 16)</b> <i>The Paideia Proposal</i> <b>Tsao - Nel Noddings (Chapter 17)</b> <i>The False Promise of the Paideia: A Critical Review of</i> <b>Wade- Milbery Wallin McLaughlin (Chapter 18)</b> <i>Implementation as Mutual Adaptation: Change in Classroom Organization</i>
4.12.22		<b>ALL - William Watkins – (Chapter 19)</b> <i>Black Curriculum Orientations: A Preliminary Inquiry</i> <b>ALL - AAUW – (Chapter 20)</b> <b>ALL - Peggy McIntosh</b> <i>Gender Perspectives on Educating in a Global Society (electronic handout)</i> <b>ALL - Dennis Carlson – (Chapter 26)</b> <i>The Bully Curriculum: Gender, Sexualities, and the New Authoritarian Populism in Education</i>
4.19.22	<b>NO CLASS</b>	<b>Work on Book Review on 5 Picture Books available in schools – rewrite / be prepared to retell one of the books reviewed to make it equitable</b>

4.26.22		<p><b>DeFrate- Angela Valenzuela (Chapter 21)</b> <i>Subtractive Schooling, Caring Relations, and Social Capital in the Schooling of U.S.-Mexican Youth</i></p> <p><b>Komatsu - Christine Sleeter and Jamy Stillman (Chapter 22)</b> <i>Standardizing Knowledge in a Multicultural Society</i></p> <p><b>Koslica - Wayne Au (Chapter 23)</b> <i>High Stakes Testing and Curriculum Control: A qualitative Metasynthesis</i></p> <p><b>Roy - Elliot W. Eisner (Chapter 24)</b> <i>What Does it Mean to Say a School is Doing Well</i></p> <p>✓ Present AAUW Book Review on 5 Picture Books available in schools – rewrite / be prepared to retell one of the books reviewed to make it equitable</p>
5.3.22	<b>Part Four:</b> <i>After a Century of Curriculum Thought: Change and Continuity</i>	<p><b>Vanord- Elaine Chan (Chapter 25)</b> <i>Teacher Experiences of Culture in the Curriculum</i></p> <p><b>Scott - Charles Murray (Chapter 28)</b> <i>Too Many People Are Going to College</i></p> <p><b>Tsao- Thomas Miso (Chapter 29)</b> <i>Moving Beyond Fidelity Expectations: Rethinking Curriculum Reform and Controversial Topics in Post-Communist Settings</i></p> <p><b>Wade- Michael Apple – (Chapter 30)</b> <i>We are the New Oppressed: Gender, Culture and the Work of the Home Schooling</i></p>
5.10.22		<p><b>ALL – Chet Bowers (Chapter 30)</b> <i>How Language Limits Our Understanding of Environmental Education</i></p> <p><b>ALL - Nel Noddings (Chapter 32)</b> <i>The Common Core Standards</i></p>
5.17.22	Pulling it all Together Final presentations (lesson and research)	<p>✓ Create a 5 minute lesson plan and be prepared to teach it to the class base on the philosophy/research learned</p> <p>✓ Present Final on Research: <b>Formulate, Deliberate, and Assess Possible Reforms in Education</b></p>

**ALL** – Everyone reads and contributes to the Google Document.

**Last Name** – individuals assigned to chapter to facilitate class discussion and contribute critical commentaries based on findings after chapter is read. Rest of class responds to individual commentaries in document.