

Loyola University Chicago
CIEP 440 – Curriculum and Instruction
Fall 2011

Instructor:	Ann Marie Ryan, Ph.D.
Contact Information:	aryan3@luc.edu ; 312-915-6232
Office Hours:	LT 1054 (WTC): Thursdays: 3:00-5:00 pm or by appointment.
Course Information:	Course materials are available on Blackboard.

Course Overview

This course examines the history of curriculum and instruction in America, with a particular emphasis on the period since 1900. It pays close attention to matters of curriculum theory and policy as well, but strives to consider these issues in real and particular historical contexts. Students will examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions, including:

- What knowledge is most worth knowing?
- For what purpose?
- For whom?
- Who decides?
- What is the best way to acquire that knowledge?

Obviously, answers to these questions will rest heavily upon philosophical and ideological assumptions and will involve analysis of a wide range of social, cultural, political, and economic factors. This course therefore will train students in disciplined historical and philosophical inquiry.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Diversity

This course supports the School of Education's conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Technology

Students will access information from Blackboard in order to complete assignments and use LiveText, a web-based program, to submit a core assessment. Students will use technology resources to conduct research and present findings. These activities are designed to enhance students' abilities to use technology as a teaching and learning tool.

Course Objectives

Students will be able to:

- Explain, analyze and evaluate the major tenets, premises, and assumptions of important curricular and instructional theories since 1900.
- Describe and explain significant historical events, developments, and trends in the field of curriculum and instruction since 1900.

- Analyze and interpret historical documents relating to curricular and instructional theory, policy and practice.
- Analyze and evaluate historical interpretations of curricular or instructional trends in a personally relevant subject matter domain.

Required and Recommended Texts

The following two texts are required:

- Flinders, D.J., Thornton, S.J. (Eds.) (2009). *The curriculum studies reader* (3rd ed.). New York, NY: Routledge.
- Willis, G., et al. (Eds.) (1994) *The American curriculum: A documentary history*. Westport, CN: Praeger.

The following texts are recommended for further reading and would be quite useful for your research projects.

- Pinar, W.F., et al. (Eds.) (1995) *Understanding curriculum: an introduction to the study of historical and contemporary curriculum discourses*. New York, NY: Peter Lang.
- Schubert, W.H., et al (Eds.) (2002). *Curriculum books: The first hundred years* (2nd ed.). New York, NY: Peter Lang.

Evaluation and Assignments:

General Evaluation Criteria - In addition to the general criteria described below, each assignment has a rubric with specific criteria. **These rubrics are available on Blackboard under "Assignments"**.

- Assignments submitted after the due date will receive a lower grade. A point will be deducted for each day late.
- All assignments must be submitted via *LiveText*, unless noted otherwise.
- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources **must** be cited. See "External Links" on Blackboard for a link to a resource on APA citation style.
- All work must address overall assignment requirements, including formatting – typed double-spaced, 1" margins, 10-12 point font, appropriate identifying information, etc.
- Please note: Writing support is available through the university's writing center: <http://www.luc.edu/writing/>.

Assignments - Complete details for each assignment will be reviewed in class.

- I. *Participation (20 points)*: Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.

Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.

Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.

Communication –All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant's responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

II. *Reading Responses (10 points each/80 points total)*: Students are expected to write *eight* reading responses (with a minimum of 500 to a maximum of 750 words) during the course in which students organize their thinking about the ideas and arguments made by the authors of the week’s readings. The responses will end with at least two questions that remain unanswered after a careful deliberation about the readings. It is important to note that more than summaries; these responses are opportunities for making informed critiques of the ideas read. Although opinions are an important component of arguments, it is expected that students begin to develop informed positions towards the ideas and be able to defend those positions using evidence from the readings. Responses should be written prior to class and submitted to me on LiveText. Students will also need to bring a written copy to class to support the discussion.

III. *Core Assessment: History of Curriculum Research Paper (100)*: **See attached description and rubric below.**

Course Grades

I will use the following chart to guide me in awarding your final grade.

Grade	Percent	Points
A	93%	186+
A-	90%	180-185
B+	87%	174-179
B	83%	166-173
B-	80%	160-165
C+	77%	154-159
C	73%	146-153
C-	70%	140-145
D+	67%	134-139
D	63%	126-133
D-	60%	120-125
F	59% and Below	119-

Important University Policies and Information

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester

or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Schedule

- 8/29 Introductions, Preliminary Planning, Introduction to Historical Analysis of Curriculum and Instruction
- 9/5 No Class – Labor Day
- 9/12 The Dawn of Institutional and Bureaucratic Curriculum, 1860-1900
American Curriculum (AC), 53-122
RR – Feedback, but not graded
- 9/19 Reformers and Progressives, 1900-1920
AC, 123-171, *Curriculum Studies Reader (CSR)*, 7-44
RR1
- 9/26 Reformers and Progressives, 1920-1945
AC, 171- 271, 285-322, *CSR*, 45-61
RR2
- 10/3 Curriculum Consensus? 1945-1960
AC, 271-284, 323-374, *CSR*, 65-92
RR3
- 10/10 No Class – Mid-Semester Break
- 10/17 The Objectives Debate and the End of Consensus, 1960s
AC, 375-413, *CSR*, 93-137
RR4
- 10/24 Research Project Progress Reports
- 10/31 Reconceptualization of the Curriculum Field, 1970-1990
CSR, 141-198

- 11/7 Understanding Curriculum as Socioeconomic Text
CSR, 199-213, additional readings TBD
RR5
- 11/14 Understanding Curriculum as Identity Text
CSR, 214- 266, 336-347, 362-367, additional readings TBD
RR6
- 11/21 Social Mobility: Standards and Accountability, 1990-Present
CSR 286-335, additional readings TBD
RR7
- 11/28 Contemporary Issues in Curriculum
CSR, 267-285, 368-438, additional readings TBD
RR8
- 12/5 **History of Curriculum Research Paper Due
Research Paper Presentations**
- 12/12 **Research Paper Presentations**

History of Curriculum Research Paper (CF1)

A main objective of this course is to explicate the history of curriculum and instruction in the context of our country's various meanings for schooling and learning past and present. This is accomplished by exploring the assumptions undergirding curricular and instructional theory and practice through readings, in-class discussions and activities, and assignments.

In order to explore more in depth curriculum trends and their influences, you have a chance to do a literature review that details the curriculum trends in a personally relevant curricular topic.

Assignment guidelines:

You are responsible for researching the history of curriculum (since 1900) on a particular topic of your choice. Your research findings will be written in a 12-15 page paper and the following two questions will guide your research:

1. What are the notable historical curricular happenings in your curricular topic and when did they occur?
2. How did these historical moments shape the pedagogy in your curricular topic?

The goal of the research is to: (a) expand our understanding of the topic by identifying and synthesizing key research of notable historical curriculum trends in your chosen curricular topic; (b) describe the effects of curriculum trends on pedagogy, and; (c) devise questions for further research in this area.

You are expected to incorporate reviews of at least 15-20 closely related sources.

OFFICIAL: CIEP 440/CF1, History of Curriculum Paper rubric

	Target	Acceptable	Unacceptable
Identify notable historical curriculum trends	<i>Paper includes notable historical curriculum trends in subject/ topic across the full time span from 1900 to present. Significant scholars and titles of important texts are identified. Actions and/or policies of government and other agencies are present.</i>	<i>Paper includes notable historical curriculum trends in subject/ topic across the full time span from 1900 to present. Significant scholars and titles of important texts are identified. Actions and/or policies of government and other agencies are present.</i>	<i>Events are missing, important scholars are missing, titles of important texts are missing, and/or relevant documents from government and other agencies are missing; time span is limited.</i>
Effects of curriculum trends on pedagogy in chosen topic	<i>Paper includes detailed and accurate information about the effects of curriculum trends on pedagogy on the topic.</i>	<i>Paper includes general information about the effects of curriculum trends on pedagogy on the topic.</i>	<i>Paper includes vague or little information about the effects of curriculum trends on pedagogy on the topic.</i>
Reflection on Findings	<i>The paper contains pointed reflection noting significant findings from the literature review.</i>	<i>The paper contains a general reflection regarding the findings of the literature review.</i>	<i>The paper contains information that is too general or is missing the reflection on the findings of the literature review.</i>
Researchable questions	<i>The paper contains three or more well grounded questions the literature review generated, and explains how researching the questions will advance curriculum trends and pedagogy in the subject/topic.</i>	<i>The paper contains two or three additional questions grounded in the literature review generated.</i>	<i>The paper contains only one or two additional questions generated from the literature review. OR The questions are not consistent with the literature review findings.</i>
Format guidelines	<i>The literature review follows all format guidelines listed in the syllabus.</i>	<i>The literature review mostly follows all format guidelines listed in the syllabus.</i>	<i>The literature review contains numerous errors relative to format and APA style guidelines.</i>
Overall IL-LUC-CF.1	TARGET	ACCEPTABLE	UNACCEPTABLE