

Loyola University Chicago
CIEP 521 – Curriculum Theory and Research
Fall 2010

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Office/Office Hours:	LT 1054: Tuesdays 3:00 to 5:00pm or by appointment
Course Information:	Course materials are available on Blackboard.

Course Description

The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school settings. The course is designed to study postmodern, feminist, queer, phenomenological, political, critical, autobiographical, aesthetical, and theological theories in order to understand what these theories have to offer for beginning an advanced inquiry into curriculum issues.

A second goal of the course is for students to become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of reports related to curriculum issues.

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.

This course assesses the following framework standard:

- CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Standards and Statements Relevant to the Course

NCATE standard 1

Content Knowledge - have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.

Professional Knowledge and Skills

Candidates have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. Candidates collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

Professional Dispositions

Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and

institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

Course Objectives

Candidates will be able to articulate their conceptual understanding of theories of curriculum and instruction and their applications to research, teaching and learning.

Candidates will collect and present information on curriculum histories, curriculum theory, and the politics of method in curriculum research.

Candidates will analyze the politics of curriculum and how classroom and school experiences can be understood through critical, cultural, and postmodern theories.

Candidates will examine the diverse traditions through which curriculum planning, classroom, and district practices are organized and evaluated.

Candidates will examine the theoretical orientation of research on curriculum and evaluate the worth of reports related to curriculum issues.

Candidates will demonstrate knowledge and understanding of the central concepts and propositions of curriculum and instruction theory in a threefold manner through:

- active, fluent participation in a dialogical and dialectical classroom environment
- presentations to peers of self-selected content
- written reflections capturing the core meaning of the course content and processes.

Candidates will examine the relationship between curriculum theory and a research initiative.

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, candidates will discuss and explore issues of race, class, and culture and their impact on students, schools and schooling.

Technology

Blackboard and LiveText will be used as communication and learning tools. Students will use these and other technological tools for research and presentation purposes.

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/>

Required Texts and Resources

Anfara, V.A, Jr. & Mertz, N.T. (Eds.). (2006). *Theoretical frameworks in qualitative research*, Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-1412914161

Ellis, A.K. (2004). *Exemplars of curriculum theory*, Larchmont, NY: Eye on Education. ISBN: 1412914167

LiveText: www.livetext.com

Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Additional Readings: (including, but not limited to the following)

Deng, Z. & Luke, A. (2008). "Subject matter: Defining and theorizing school subjects." In F.M. Connelly (Ed.). *The Sage handbook of curriculum and instruction* (pp. 66-87) Thousand Oaks, CA: Sage Publications, Inc.

Pinar, W.F. (2008). "Curriculum theory since 1950: Crisis, reconceptualization, internationalization." In F.M. Connelly (Ed.). *The Sage handbook of curriculum and instruction* (pp. 491-513) Thousand Oaks, CA: Sage Publications, Inc.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Assignments and Evaluation

General Evaluation Criteria

- Complete and submit work in a timely fashion. *Assignments submitted after the class period on the due date will be subject to a lower grade.*

- All assignments need to be typed and double-spaced with 1" margins in 12-point font. Please be sure to include your identifying information. Some assignments will need to be submitted electronically via LiveText. Those are indicated below.
- Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.

Assignments - *Each of the following assignments has a rubric with specific criteria posted on Blackboard under "Assignments."*

Participation (20 points) – Students are expected to attend all class sessions. In the event that you cannot attend a session, please notify me in advance if possible. Students are expected to read and discuss assigned readings, as well as participate in all class activities.

Reading Responses: (10 points each/40 points total)

Students are expected to write four reading responses (500-750 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 end with 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. Responses should be written prior to class, as they will be part of the discussion, and will be handed to the instructor at the end of the class.

Pair/Triad Presentation (Research and Presentation) (40 points) - **SUBMIT ON LIVETEXT**

Each pair/triad will be responsible for presenting a theoretical framework that may also serve to guide curricular research. Include information about the: developers, origin, history, field of study, components/concepts/principles, types of questions the theory uses, and the implications the theory has for the design of curriculum research and the analysis of research data.

- Presentations need to include the following:
 - A one-page handout for all class members and the instructor
 - PowerPoint
 - Pose one thought-provoking question to the class and lead a discussion
 - Length: 20-25 minutes
- *Each member of the group will need to submit the presentation and handout to the instructor on LiveText.*

Final Paper (100 points) – **SUBMIT ON LIVETEXT**

One major portion of the course will be devoted to developing a line of inquiry into a particular curriculum issue that is important for each student using a theoretical framework. Thus, one important goal of the course is for the students to be able to produce a detailed discussion of a problem, a question or a series of questions that would address the problem, a description of data collection that would facilitate answering the questions, and a plan for analyzing the data. A theoretical framework needs to guide each section. The paper will also include a comprehensive explanation and review of the theoretical framework, its' origin, and history. Three summaries of studies that show how the theory was used to guide related research will also be included in the paper. The final paper must include a graphic representation of the theoretical framework. This paper must be no longer than 15 pages in length excluding references and appendices. Be sure to adhere to Publication Manual of the APA (6th edition).

This will be an 8-stage process as follows:

1. Identification of the problem area: Curriculum issues can be present in a textbook or in a course; it can be in the planned, the enacted, or the attained curriculum, etc. Where is the issue located? Why is it important to know more about the issue?

2. Identification of question(s): As important as setting boundaries for the general problem, which question is asked is equally critical. What questions could be asked within the problem area? Which questions are researchable within the limits and constraints of the course?

3. Background: Provide a literature review of the theoretical framework you have chosen to guide your research. Include information about the: developers, origin, history, field of study, components/concepts/principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.

4. Article Review: Locate and summarize three articles that employ your framework as a guide to the study. Discuss what affects the framework had on each of the following: the research question, design and analyses. Journals to consider: *Journal of Curriculum Studies*, *Journal of Curriculum Theorizing*, *Curriculum Inquiry*, and *Educational Researcher* – this is not a complete list, only a sample of journals you may consider.

5. Theoretical Connections: A summary of your theoretical framework answering the following questions. 1) Why did you choose this theoretical framework? 2) Which other theoretical frameworks did you consider or which frameworks would also fit? 3) How does your theoretical framework inform your research questions, literature review, methodology, analysis and interpretation?

6. Graphic Representation: Present a graphic representation of the theoretical or conceptual framework that you are using for your line of inquiry.

7. Analytical Plan: Describe the data you would collect to answer your research questions and your plan for analyzing your research data using your theoretical framework. Include how the methodology and analytical plan relate to your theoretical framework.

8. Reporting: One of the most important aspects of the investigation is to convey the process to an audience. Students will present both orally to the class and in writing to the instructor a report on their investigation, in which they will detail answers to each of the steps 1-7. Although the presentation itself will not be graded, the final paper will be considered incomplete if the project is not presented in class.

Students are expected to produce four reports along the eight stages outlined above:

- Report One, which is due on **October 6**, will contain students' answers to issues raised in stages 1 and 2.
- Report Two, which is due on **October 27**, will contain students' revisions to Report One and a report on stages 3 to 5.
- Report Three, which is due on **November 10**, will contain the previous to final report of the research. It will be written as a research report and will contain all the main sections of the report, including stages 6 and 7.
- Report Four (Final Paper), is due one week before the presentations are due, **December 1** and will be the final and revised version of the research report.

Course Grades

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

Course Protocols

1. 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.
2. Class participation - Class participation is a substantial part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
3. Communication –All participants are required to monitor communication from their instructor and from the School of Education via the “listserve” email function set up by Loyola and the BlackBoard and LiveText functions. It is the participant’s responsibility to receive all communication in a timely manner. Be sure to forward your Loyola email address.
4. Writing – All written products must adhere to APA standards. Refer to handbooks if you are not familiar with this style of writing. Writing support is available through the university’s writing center: <http://www.luc.edu/writing/>.
5. Library resources – The School of Education Library extends exemplary services to participants in the conduct of scholarly inquiry.

Week	Topic	Readings	Assignments
9/1	Curriculum, Theory, and Theoretical Frameworks	~Anfara & Mertz, Introduction ~Ellis, Intro & Chapter 1	
9/8	Essential Questions in Curriculum	~Ellis, Chapter 2 & 3	Reading Response #1
9/15	Progressive Curriculum	~Ellis, Chapter 4 ~Pinar (Blackboard)	Reading Response #2
9/22	Learner-Centered Curriculum	~Anfara and Mertz, Chapter 2 ~Ellis, Chapter 5	Reading Response #3
9/29	Society-Centered Curriculum	~Anfara and Mertz, Chapter 1 ~Ellis, Chapter 6	Reading Response #4
10/6	Knowledge-Centered Curriculum	~Deng & Luke (Blackboard) ~Ellis, Chapter 7	Research Report One
10/13	Theory and Its Impact on Research	~Anfara & Mertz, Chapter 3 & 9 ~Selected Articles	
10/20	Curriculum Theories	N/A	Pair/Triad Theory Presentations
10/27	Theory and Its Impact on Research	~Anfara & Mertz, Chapter 4 & 5 ~Selected Articles	Research Report Two
11/3	Theory and Its Impact on Research	~Anfara & Mertz, Chapter 7 & 8 ~Selected Articles	
11/10	Theory and Its Impact on Research	~Anfara & Mertz, Chapter 10 ~Selected Articles	Research Report Three
11/17	Theory and Its Impact on Research	~Selected Articles	
11/24		<i>Thanksgiving Break No Class</i>	
12/1	Theory informs interpretations of results	~Selected Articles	Final Paper
12/8	Curriculum Research: Theory Informs Design	N/A	Research Presentation
12/15	Curriculum Research: Theory Informs Design	N/A	Research Presentation