

**Loyola University Chicago**  
CIEP 440 – Curriculum and Instruction  
Fall 2019 (Online course)

Instructor:	Seungho Moon, Ed. D.
Contact Information:	<a href="mailto:smoon3@luc.edu">smoon3@luc.edu</a> 312-915-7403
Office/Office Hours:	LT 1106: Office hours by appointment
Teaching Assistant	Annie Kelly
Contact Information:	<a href="mailto:akelly2@luc.edu">akelly2@luc.edu</a> 859-912-3752
Office/Office Hours:	LSC Sullivan Center 245; Office hours by appointment (Only instructor will grade papers)
Course Information:	Course materials are available on Sakai.

### Course Overview

This course examines the history and philosophy of curriculum and instruction. 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 Students will examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions, including: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.

The SOE's Conceptual Framework (CF) focuses on *Social Action through Education*. This course on the history of curriculum and instruction offers multiple ways to examine how individuals and groups have engaged in such action in the United States over time in

deliberations about and development of curriculum and instruction. Students will be expected to participate in discussions and write reflections that focus on such actions.

This course embraces that diversity and explores it rigorously. In so doing, this course supports educators in service of **social justice** by engaging students in reflective exercises that allow them to bridge theory and practice as it relates to engaging in education in a diverse society.

SOE Conceptual Framework Standards (CFS) are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course assesses CFS1. To address this standard, you will:

- Read, respond to, and discuss major texts in the field of curriculum studies and curriculum history
- Conduct research on a curriculum trend on a topic within the history of curriculum that has particular personal or professional relevance for you.

In order to exceed the expectation, candidates should demonstrate comprehensive, critical understanding of literature in the field and make informed critiques of the text considering diverse perspectives. Candidates evaluate curriculum and instruction issues drawing from cutting-edge theories and emerging research.

## Dispositions

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of **Professionalism, Inquiry, and Social Justice** are assessed in this course. You should find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. In order to exceed the expectation, consider the following standards:

**Professionalism:** Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

***Inquiry:*** Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.

***Social Justice:*** Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

## Course Objectives

***Students will be able to:***

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

## Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

## Required and Recommended Texts

The following text is required:

- Ryan, A., Tocci, C., & Moon, S. (in press). *The curriculum foundations Reader*. New York, NY: Palgrave Macmillan (Manuscript is provided via Sakai. Class use only and do not circulate )

- Flinders, D.J., Thornton, S.J. (Eds.) (2017). *The curriculum studies reader* (5<sup>th</sup> ed.). New York, NY: Routledge.

### Netiquette:

- I expect each class member to follow these basic rules of online conduct:
- Keep discussions professional, not personal. Disagree with ideas (if needed), but don't denigrate another person with unprofessional languages and offensive comments. Support your disagreement with your readings and concrete examples.
- Avoid profanity altogether.
- Use Standard English, not text-speak.
- Design your online entries to stimulate further discussion rather than to serve as a "final word." We are all learners.
- Before posting to a discussion board, please read all questions and responses already posted on that topic in order to avoid repetition.

### Course Website and Communication:

Since this is an online course and students are required to join the course website provided by LUC (Sakai: <https://sakai.luc.edu>). The course website provides many documents related to readings and discussions, along with discussion boards to which you will post. The professor will continue to post links and optional materials for the duration of the course; see the announcements page for information regarding recent additions. If you have trouble accessing Sakai or if you do not receive e-mail messages from me, please see Sakai support provided by LUC (<https://www.luc.edu/itrs/sakai/index.shtml>)

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.

### 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 Sakai under "Assignments"**.

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

This course is a 100% online, asynchronous format. No submission for the assigned week will be regarded as one absence. If you have TWO absences because of unexpected issues, your overall grade will be reduced by one grade down from A to B or B+ to C+. Any portion of absence needs to inform the instructor. If your home internet does not work (or too slow), you should find a public place (including the LUC libraries) for having high-speed internet access. Attendance in the online setting refers to careful reading of assigned readings as well as active and thoughtful participations through Sakai. Each participant's meaningful contribution is crucial to building an online community of critical thinkers, reflexive learners, co-creators of knowledge, and active researchers.

## Assignments:

**Introduce yourself, interact, and post Personal goal statement**

**5 points**

### *Required Assignment I*

Option 1: On Week 1, introduce yourself via a 3-5 minute video (you can record using [Zoom](#) or [Panopto](#)) and upload your video to the Sakai forum by 11:59pm on Sunday (September 1st). In the video, introduce 2-3 cultural artifacts that relate to your lived experiences. Reply in written response to at least three classmates with a welcome and find common elements both professionally and personally by midnight on Sept 3<sup>rd</sup>.

Option 2: On Week 1, introduce yourself in writing with about 150 words on the Sakai-Forum by 11:59pm on Sunday (September 1st). Additionally, upload pictures of 2-3 cultural artifacts that relate to your lived experiences. Reply in written response to at least three classmates with a welcome and find common elements both professionally and personally by midnight on Sept 3<sup>rd</sup>.

### *Required Assignment II (Due by Sept 3rd).*

Submit a 200-word goal statement on Forums/Week1 reflecting on syllabus and the assigned learning materials. Click on "Start a New Conversation" to post your reply.

### *Optional:*

A special Q &A section is prepared for asking questions about the syllabus. Use the title with the summary of questions. The instructor will respond to the questions. No email communication is recommended regarding syllabus questions except a personal issue.

**Posting Discussion Questions & Responses to the Discussion Questions**

**30 points**

Starting on Week 2, You will be assigned into small groups of 4 classmates and you are required to communicate within this assigned group for weekly discussion. It is optional to review other groups' posts but you are recommended to take the ownership of learning by participating in other groups' conversation.

### ***Stage 1: Post Discussion Questions***

You are responsible for weekly postings of one discussion question regarding the required readings for that week. Your question should be designed to spark discussion, and may be directly based on the readings or based on real difficulty you are having in understanding the readings. You should provide a background of the question (at least 50 words). The subject line should read as follows: TWO Keywords – discussion questions (e.g., Neoliberalism and Equity). Due by 11:59pm on Sunday.

### ***Stage 2: Respond to Questions***

Every week, you should respond substantially to at least three postings. You decide if you will respond to your classmates' questions directly or respond to your classmates' postings on your question. Try to respond to someone who hasn't yet had a response, and try to vary the classmates you respond to each week. You have two options on how to respond.

#### *Option 1: Written Response*

An acceptable written response should be at least 100 words long.

#### *Option 2: Oral Response*

Record a voice memo on Sakai using the "Record Audio Clip" which is a microphone icon on Sakai [The second line, right side of the Message box]. The audio clip should be about 2 minutes long.

Both response options should pertain to the readings AND the question. Due by 11:59pm on Tuesday. See the rubrics on Sakia-Assignment-Weekly postings.

### **Responses to Professor's Posted Questions**

**15 points**

By Friday noon, the instructor will post a question regarding course-related materials or events. Post a response (at least 150 words long) to the discussion board. Due by Tuesday midnight.

### **Three Small Group Zoom Meetings**

**10 points**

You are assigned to three sets of Community of Learning (CoL) comprised of 4 members each meeting with different members each time so you are able to meet new people. The meeting weeks will take place during week 3, 8, 15. Goals for these weeks and activities to be turned in following the meeting will be outlined in a separate document and provided to the group 1-2 weeks in advance. A team leader will be assigned to set up a 60 min Zoom meeting time upon your community members' convenience. It is suggested to use a Doodle poll (<https://doodle.com/free-poll>) to help organize a meeting time.

### **Final project presentation:**

**10 points**

Detailed information will be provided.

### **Core Assessment: Curriculum Research Paper**

**30 points**

(Both the midterm project of proposal and the final paper)

Descriptions and rubrics will be provided. *SUBMIT ON LIVETEXT.*

## **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%), and F (62% and below).

### **Loyola University Chicago School of Education Syllabus Addendum**

#### **Smart Evaluation**

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- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
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#### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

#### **LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

#### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

## TENTATIVE SCHEDULE

Week	Topic	Readings (Assignments)
<b>Week 1</b> Aug 28-Sept 3	Introduction; Review the syllabus	<b>Introduction postings (Dues on Sept 1st and 3rd)</b> <b>Goal Statement Posting (Due on Sept 3rd):</b> <i>CFR Chapter 1 &amp; 1-hour Presentation Video(Sakai)</i> <b>Optional:</b> posting questions about the syllabus on Sakai-Forum
<b>Week 2</b> Sept 4-Sept 10	The Place of Curriculum	<i>CFR Chapter 2 (Sakai)</i> <b>Weekly postings-1</b>
<b>Week 3</b> Sept 11-Sept 17	Resistance and Voice in curriculum	<i>CFR Chapter 3 (Sakai)</i> <b>Weekly postings-2</b> <i>(Small Group Zoom Meeting I)</i>
<b>Week 4</b> Sept 18-Sept 24	The Center of Curriculum	<i>CFR Chapter 4 (Sakai)</i> <b>Weekly postings-3</b>
<b>Week 5</b> Sept 25 - Oct 1	A library section	A librarian, Tracy Ruppman, explains how to utilize library resources via Panapto
<b>Week 6</b> Oct 2 - Oct 8	Curriculum Choice	<i>CFR Chapter 5 (Sakai)</i> <b>Weekly postings-4</b>
<b>Week 7</b> Oct 9- Oct 15	Language Issues in Curriculum	<i>CFR Chapter 6 (Sakai)</i> <b>Weekly postings-5</b>
<b>Week 8</b> Oct 16 - Oct 22	Independent Research Week	<b><u>Submit a progress report</u></b> <i>(Small Group Zoom Meeting II)</i>
<b>Week 9</b> Oct 23- Oct 29	Grade and Assessment	<i>CFR Chapter 7 (Sakai) &amp; Conclusion</i> <b>Weekly postings-6</b>
<b>Week 10</b> Oct 30-Nov 5	A Prologue to CS	CSR Part I <b>Weekly postings-7</b>
<b>Week 11</b> Nov 6-Nov 12	Curriculum at Education's Center Stage	CSR Part II <b>Weekly postings -8</b>
<b>Week 12</b> Nov 13 - Nov 19	<i>Reconceptualizing Curriculum Theory</i>	CSR Part III (Selected chapters) <b>Weekly postings - 9</b>
<b>Week 13</b> Nov 20-Nov 26	After a Century of Curriculum Thought	CSR Part IV (Selected chapters) <b>Weekly postings - 10</b>
<b>Week 14</b> Nov 27 - Dec 3	Thanksgiving Week- No class	
<b>Week 15</b> Dec 4 - Dec 10	Preparing for the final project--Research Week	<b>Final project Presentation</b> <i>(Small Group Zoom Meeting III)</i>
<b>Week 16</b> Dec 11-Dec 13	Final Project	<b>Final project submission</b> <b>(Due by Friday midnight Dec. 13th)</b>

Schedules are Subject to change



## **Final Project (Rubrics will be provided separately)**

### **Option 1: History of Curriculum Research Paper (CF1) – SUBMIT ON LIVETEXT**

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 an opportunity to conduct 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 10-12 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 10-15 closely related sources.

### **Option 2: Research on a Curriculum Issue (CF1) – SUBMIT ON LIVETEXT**

Take a stance on one curriculum issue and write a paper to connect with our readings and discussions. You should write 10-12 pages (excluding the cover page and reference) paper with 10-15 references for this project. Possible topics are: a cutting-edge issue in your subject matter; curriculum studies in another country, community-school-university partnership, curriculum and the aesthetic experience, special education in the midst of STEAM movement, diversity and equity issues in curriculum, etc. The curriculum issues research paper should be written according to APA guidelines, 6<sup>th</sup> edition.

### **Option 3: Curriculum Foundations Project – SUBMIT ON LIVETEXT**

Refer to the methodology that *Curriculum Foundations Reader* applied. Decide one curriculum topic of your interest. Collect 3 archival, primary sources related to this topic. Write a historical introduction essay (4-6 pages) along with three archival resources. Write a brief introduction about each source (150 words). The key point is to have a historical analysis about the issue drawing from educators' voice. You are expected to incorporate reviews of at least 10-15 studies in conducting historical analysis.