

Loyola University Chicago
CIEP 440 – Curriculum and Instruction
Fall 2020

Instructor:	Guofang Wan, Ed.D.
Contact Information:	gwan1@luc.edu or 804-386-2168 (Cell); Response within 24 hrs.
Virtual Office Hour:	Tue 5:30-6:30 pm or by apt.
Online Dual Mode:	Group/Class MTGS: Weeks 1, 3, 8, 13, 15 via Zoom
COVID-19:	Questions or positive tests report to COVID-19report@LUC.edu . or Call 773-508-7707 ASAP

Course Overview

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 Students will examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions, including: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

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- Analyze and interpret historical documents relating to curricular and instructional theory, policy and practice.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.

Required and Recommended Texts

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

Ryan, A., Tocci, C., & Moon, S. (2020). *The curriculum foundations Reader*. New York, NY: Palgrave Macmillan (Manuscript is provided via Sakai. Class use only and do not circulate).

Recommended:

APA (2020). *Publication Manual of the American Psychological Association, Seventh Edition*.
<https://apastyle.apa.org/products/publication-manual-7th-edition#TOC>
Also: <https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf>

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-recognize, 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.

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.

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>)

Communications –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 use your Loyola email address.

If you are having a **medical problem**, or have a **medical question**, please call **Dial a Nurse** at **773.508.8883** during regular business hours. If you are having a **mental health problem** that you do not consider urgent, please call the **Wellness Center** at **773.508.2530** during regular business hours. If this is **medical or mental health emergency**, please call **911**, or **Campus Safety dispatch** at **773.508.SAFE**, to summon paramedics or go to the nearest emergency room. If you are experiencing **mental or emotional distress** beyond your ability to manage safely right now, call **773.508.2530, Option 3** after hours, weekends and holidays, to speak with Wellness Center after hours counselors.

Syllabus Statement

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Attendance policy:

Although this course is online, both asynchronous and synchronous formats will be used. No submission or no participation in the assigned works will be regarded as absence. If you have TWO unexcused absences, your overall grade will drop by one grade down from A to B or B+ to C+. Inform the instructor about any unavoidable absences ahead of time. If your home internet does not work well, you need to find a place where high-speed internet is available. Attendance in the online setting refers to completion of reading and writing assignments as well as active and thoughtful participations through Sakai. Each participant's meaningful contributions are crucial to building an online community of critical thinkers, reflexive learners, co-creators of knowledge, and active researchers.

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 equals to **10%** will be lost for each late day.
- All assignments will be submitted via *Sakai*, unless noted otherwise. The Final Project will be submitted to both *Sakai* and *LiveText*.
- Students are expected to use APA style (7th 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/>.

Assignments (225 Total Points)

Assignments	Total Points	Notes	Due Dates	
Self-Introduction	5		Sunday 08/30	
Discussion Forum	100	Instructor Qs	Sundays	
	30	Student Qs	Fridays	
Group Meets	30	Group grades	Sundays after meets	
Research Proposal	10		Sunday 10/25	

Final Research Presentation	10		Sunday 12/06	
Final Research Report	40		Monday 12/07	
Total Points	225 points			

1) Getting to Know Each Other: (5 Points) (Due August 30)

Introduce yourself, get to know each other, and interact with peers and instructor. Select one from Options 1 and 2.

Option 1: Week 1, introduce yourself via a 3-5 minute video (you can record it via [Zoom](#) or [Panopto](#)) and upload your video to the Sakai Forum by 11:59pm on Sunday (August 30). In the video, introduce 2-3 cultural artifacts that relate to your lived experiences. Respond in writing to at least 2 classmates and identify commonalities or differences between you and your peers both professionally and personally.

Option 2: Week 1, introduce yourself in writing with about 150 words on the Sakai-Forum by 11:59pm on Sunday (August 30). Additionally, upload 2-3 pictures of cultural artifacts that relate to your lived experiences. Respond in writing to at least 2 classmates and identify commonalities or differences between you and your peers both professionally and personally.

2) Discussion Forum: Questions & Responses (Total-130 points: Instructor Qs -10points/each; Student Qs-3 points/each) (Due on Fridays and Sundays)

Starting on Week 2, you will respond to questions posted by the instructor regarding course-related materials. Due by Sunday night. (*See the Rubrics on Sakai-Assignment-Weekly Discussion Forum*).

Stage 1: Respond to Instructor Questions. Due by 11:59 on Sundays (10 Points)

Instructor will post weekly questions pertaining to the week's reading assignment. You are to respond substantially to the questions with at least 150 words on Discussion Forum.

Stage 2: Post Your Questions Due by 11:59 pm on Friday

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 genuine questions you have 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).

Stage 2: Respond to Questions from Peers. Due by 11:59 on Sunday

Every week, you should respond substantially and thoughtfully to at least 2 postings from your peers. Try to respond to someone who hasn't yet had a response, and try to vary the classmates you respond to each week. An acceptable written response should be at least 100 words in length, which shares your thought and explains how you related it to.

3).Three Small Group Zoom Meetings (10 points/each = 30 points)

You will be assigned to Community of Learning (CoL) comprised of 3 or 4 members. Each

meeting you will be with different members so you are able to meet new people. The meeting weeks will take place during week 3, 8, 13.

Group goals for these weeks and activities will be provided to the groups 1-2 weeks in advance. Groups will submit brief-reports about the meetings for group grades.

Team leaders will be assigned/selected to lead the meetings and 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 the meeting times.

3). Research Project Proposal (10 points)

Submit a mid-term Research Project Proposal (**10 points**). Directions and rubrics will be in Sakai.

4) Final project presentation: (10 points)

Detailed information will be provided.

5) Core Assessment: Curriculum Research Paper (40 points)

Submit the final research paper to [Sakai and Livetext](#). Descriptions and rubrics are listed on Appendix 1 of Syllabus and Sakai

Course Grades

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)

***School of Education Commitment - COVID-19**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

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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- 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.

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/

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 (Subject to change)

Weeks	Topic	Readings (Assignments)	Assignments Due Dates	Zoom Meetings & Office Hours (tentative)
Week 1 08/24-28	Welcome and Introduction; Course overview	<i>CFR Chapter 1 & 1- hour Presentation Video(Sakai)</i> Optional: posting questions about the syllabus on Sakai-Forum	08/30: 11:59 pm (Sunday) Getting to know each other: Self Intro.	08/25, Tue: 5:30-7:00p Introduction; Review of Syllabus and Sakai
Week 2 08/ 31-09/04	The Place of Curriculum	<i>CFR Chapter 2 (Sakai)</i> Weekly postings-1	By Sunday 11:59pm	
09/07	Labor Day	No Class: Enjoy		
Week 3 09/08-09/11	Resistance and Voice in curriculum	<i>CFR Chapter 3 (Sakai)</i> Weekly postings-2 <i>(Small Group Zoom Meeting I)</i>	By Sunday 11:59pm	Group Meeting 1 COL
Week 4 09/14-18	The Center of Curriculum	<i>CFR Chapter 4 (Sakai)</i> Weekly postings-3	By Sunday 11:59pm	
Week 5 09/21-25	A library section	A librarian, Tracy Ruppman, explains how to utilize library resources via Panapto	By Sunday 11:59pm	
Week 6 09/28-10/02	Curriculum Choice	<i>CFR Chapter 5 (Sakai)</i> Weekly postings-4	By Sunday 11:59pm	
Week 7 10/05-09	Language Issues in Curriculum	<i>CFR Chapter 6 (Sakai)</i> Weekly postings-5	By Sunday 11:59pm	
Week 8	Independent Research	<u>Submit a progress report</u>	By Sunday 11:59pm	Group Meeting 2

10/12-16	Week	<i>(Small Group Zoom Meeting II)</i>		COL
Week 9 10/19-23	Grade and Assessment	<i>CFR Chapter 7 (Sakai) & Conclusion</i> Weekly postings - 6	By Sunday 11:59pm Research Proposal Due	
Week 10 10/26-30	A Prologue to CS	CSR Part I Weekly postings - 7	By Sunday 11:59pm	
Week 11 11/02-06	Curriculum at Education's Center Stage	CSR Part II Weekly postings - 8	By Sunday 11:59pm	
Week 12 11/09-13	<i>Reconceptualizing Curriculum Theory</i>	CSR Part III (Selected chapters) Weekly postings - 9	By Sunday 11:59pm	
Week 13 11/16-20	After a Century of Curriculum Thought	CSR Part IV (Selected chapters) Weekly postings - 10	By Sunday 11:59pm	Group Meeting 3 COL
Week 14 11/23-28	Thanksgiving Week-	Thanksgiving Week-	Enjoy	
Week 15 11/30-12/04	Preparing for the final project--Research Week	Final Project Presentation	12/1, or 2,3,4 (TBD); Presentations	12/1, or 2,3,4 (TBD); Zoom: Presentation 5:30-7:00pm Evaluation-Course
Week 16 12/07-11	Final Project	Final Project Submission (Due by 12/6)	12/7: (Monday) 11:59pm	

Appendix1. Directions - Final Project (40 points)

The research paper should be written according to APA guidelines, 7th edition. You have two options below:

Option 1: History of Curriculum Research Paper (CFI) – *SUBMIT ON LIVETEXT and Sakai*

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 in the 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 will be guided by the two research questions and your findings will be written in a 10-12 page paper.

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 relevant sources.

Option 2: Research on a Curriculum Issue (CFI) – *SUBMIT ON LIVETEXT and Sakai*

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.