CIEP 440 – Curriculum and Instruction
Spring 2016
Elizabeth (Betsy) W. Ferrell, Ed.D.
Cell phone: 203-912-7916
E-mail: eferre2@luc.edu
Office hours: by appointment
Course Information: Course materials are available on Sakai

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 Students will examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions, including: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.

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- Analyze and interpret historical documents relating to curricular and instructional theory, policy, and practice.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

Flinders, D. J. & Thornton, S. J. (Eds.) (2012). *The curriculum studies reader (*4th ed.). New York, NY: Routledge. ISBN-13: 978-0415520751 ISBN-10: 0415520754

Willis, G., Schubert, W. H., Bullough, R. V., Kridel, C. K., & Holton, J. T. (1994) *The American curriculum: A documentary history*. Westport, CN: Praeger. ISBN-13: 978-0275950309 ISBN-10: 0275950301

Recommended texts:

Pinar, W. F., Reynolds, W. M., Slattery, P., Taubman, P. M. (Eds.) (2006) *Understanding curriculum: an introduction to the study of historical and contemporary curriculum discourses* (5th ed.). New York, NY: Peter Lang. ISBN-13: 978-0820426013 ISBN-10: 0820426016

Schubert, W. H., Schubert, A. L. L., Thomas, T. P., & Carroll, W. M. (Eds.) (2002). *Curriculum books: The first hundred years* (2nd ed.). New York, NY: Peter Lang. ISBN-13: 978-0820462110   ISBN-10: 082046211X

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.

SOE's Conceptual Framework –*Social Action through Education* – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here: www.luc.edu/education/mission/

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.

This conceptual framework, along with Dispositions, will be evaluated on LiveText. For more information about LiveText at Loyola, visit: http://www.luc.edu/education/admission/tuition/course-management-fee/ . For direct access to LiveText, visit: https://www.livetext.com/

IDEA Objectives

Of the 12 IDEA objectives for course evaluation in the School of Education at Loyola University Chicago, the following are considered most essential for CIEP 440:
- IDEA 1. Gaining factual knowledge (terminology, classifications, methods, trends)
- IDEA 2. Learning fundamental principles, generalizations, or theories
- IDEA 11. Learning to analyze and critically evaluate ideas, arguments, and points of view

The following are considered to be important to CIEP 440:
- 3. Learning to apply course material (to improve thinking, problem solving, and decisions)
- 8. Developing skill in expressing oneself orally or in writing
- 9. Learning how to find and use resources for answering questions or solving problems
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 10. Developing a clearer understanding of, and commitment to, personal values
- 12. Acquiring an interest in learning more by asking questions and seeking answers

The following are considered to be minor to CIEP 440:
- 5. Acquiring skills in working with others as a member of a team
- 6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

IDEA Course Evaluation Link for Students

Towards the end of the semester, students must complete course evaluations on the IDEA Campus Labs website: http://luc.edu/idea/ in the *Student IDEA Log In*.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.
- All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

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. In CIEP 440, students will study and discuss important social and historical events and subsequent theories and philosophies that may affect students' prior knowledge and attitudes.

Technology

For this course, students will be expected to use web-based technology to do the following: participate in online classes (about every other week), access information about assignments on Sakai, submit assignments before their due date and time on Sakai, and use the LUC Libraries and other internet search tools to perform research. Additionally, it is expected that assignments will be typed and that course presentations will be created in programs such as PowerPoint or Prezi. Lastly, Loyola's email system will be used as the primary means of communication between the professor and students enrolled in CIEP 440. Students will access information from Sakai in order to complete assignments and use LiveText, a web-based program, to submit a core assessment (Final Research Paper). 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.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here** on-line **or by dialing 855-603-6988** (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Important University Policies and Information

Addendum

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/

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/

Evaluation and Assignments:

General Evaluation Criteria - In addition to the general criteria described below, each assignment has a rubric with specific criteria. These rubrics will be available on Sakai and reviewed in class before assignments are due. Assignments submitted after the due date will receive a lower grade, thus it is important to abide by deadlines and to speak with the professor if extenuating circumstances need to be considered.

- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source, said sources **must** be cited.
- All work must address overall assignment requirements, including formatting – typed double-spaced, 1" margins, Times New Roman, 12 point font, appropriate identifying information, etc.
- Please note: Writing support is available through the university's writing center: http://www.luc.edu/writing/.

I. Participation and Attendance (20 points)

- **Attendance:** Class attendance and punctuality are professional responsibilities to be exercised for success in this course. **On-line discussions will take place during regularly scheduled class meeting time.** 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:** Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to class, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others' ideas
- **Communication:** All participants are required to monitor communication from their instructor and from the School of Education via Loyola email. **Participants need to check email daily and respond appropriately to classmates and instructors.**

The aforementioned expectations will be measured using the following rubric:

Professional Attitude and Demeanor Part I
- ☐ 4-Always prompt and regularly attend classes.
- ☐ 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- ☐ 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- ☐ 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II
- ☐ 4-Always prepared for class with assignments and required class materials.
- ☐ 3-Rarely unprepared for class with assignments and required class materials.
- ☐ 2-Often unprepared for class with assignments and required class materials.
- ☐ 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class (and Online)
- ☐ 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- ☐ 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- ☐ 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- ☐ 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Integration of Readings into Classroom Participation
- ☐ 4-Often cite from readings; use readings to support points.
- ☐ 3-Occasionally cite from readings; sometimes use readings to support points.
- ☐ 2-Rarely cite from readings; rarely use readings to support points.
- ☐ 0-Never cite from readings; do not use readings to support points.

Listening Skills
- ☐ 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- ☐ 3-Listen when others talk, both in groups and in class.
- ☐ 2-Rarely listen when others talk, both in groups and in class.
- ☐ 0-Does not listen or interrupt when others talk, both in groups and in class

II. Reading Assignments & Class Activities (260 points)

About me (10 points)

Each student will create a presentation which gives his/her background, educational experience, and interests to be shared with the class (posted on Sakai)

Reading Responses (between 500 and 750 words; **5 total**, 20 points each = 100 points total)
During the course, Reading Responses will encourage students to organize their thinking about the ideas and arguments made by the authors in the week's readings. The responses should end with at least two questions that remain unanswered after a careful deliberation about the readings. It is important to note that <u>more than summaries, these responses are opportunities for making informed critiques of the ideas read</u>. 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 Sakai by indicated deadlines. For in-person meetings, students will also need to bring an additional written copy to class to support the discussion. The first RR must be completed by everyone – students will receive feedback, but these first ones will not be graded. Of the seven remaining RR assignments, only 5 must be completed (personal choice).

Class Discussion Facilitators (20 points)
Each student will be in charge of leading an online discussion about required readings one time during the semester. S/he will be expected to discuss the major ideas of that week and make connections between the chapters and your own experiences. Each session's facilitators will also receive all Reading Responses to use for leading this discussion. Facilitators will be assigned during the first class.

Group presentation (50 points)
Students will work in groups to create a presentation of ideas on educational reform today. Topic selection and collaboration will largely be done online and shared with the class along with questions for discussion. Presentations will occur in person.

Research progress report (30 points)
This form will be completed as a check point while working on the Final Research Paper

Peer editing (30 points)
Each student will review a classmate's final research component and provide suggestions for revision

Self-evaluation (20 points)
Each student will complete a mid-term self-evaluation

III. Final Research Paper (200 points)
This is the Core Assessment for CIEP 440. Final research papers will be submitted on Live-Text

Course Grades

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

Grade	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
F	62% and Below

1/25   Introduction to Historical Analysis of Curriculum & Instruction
Please read the following before class: *American Curriculum (AC)*, 1-52
Curriculum Studies Reader (CSR), v-10
Optional: *Understanding Curriculum (UC)*, 1-66

2/1   ONLINE
The Dawn of Institutional and Bureaucratic Curriculum, 1860-1900
American Curriculum (AC), 53-122
Optional: *Curriculum Books (CB)*, 1-17
Optional: *Understanding Curriculum (UC)*, 67-123
Post "About Me" to Sakai
RR – Feedback, but not graded, Facilitator: Dr. Ferrell

2/8   Reformers and Progressives, 1900-1920
AC, 123-170, *Curriculum Studies Reader (CSR)*, 11-40
Optional: *Curriculum Books (CB)*, 19-30
How to start searching for sources – Final Research Paper
RR1

2/15   ONLINE (Presidents' Day)
Reformers and Progressives, 1920-1945
AC, 171-296 [Choose **FOUR** to read: Ch. 17-19, 20-23, or 24-27]
AC, 297-322; *CSR,* 41-51
Optional: *Curriculum Books (CB)*, 31-80
Optional: *Understanding Curriculum (UC)*, 124-185
RR2 – Facilitators: Melissa, Kristin, Carla, Bethany

2/22   **Curriculum Consensus? 1945-1960**
AC, 323-374, *CSR,* 55-93
Optional: *Curriculum Books (CB)*, 81-136
RR3

2/29   ONLINE
The Objectives Debate and the End of Consensus, 1960s
AC, 375-384, *CSR,* 95-126
Optional: *Curriculum Books (CB)*, 137-184
RR4 – Facilitators: Miguel, Sarah, Megan, Danielle

3/7   No class (LUC Spring Break)

3/14   **Research Project Progress Reports; Mid-Term Self-Evaluation**
Peer feedback on the progress report; Small group work for the final paper
Mid-Term Self-Evaluation

3/21   ONLINE
Reconceptualization of the Curriculum Field, 1970-1990
CSR, 127-205
Optional: *Curriculum Books (CB)*, 185-334
Optional: *Understanding Curriculum (UC)*, 186-314
RR5 – Facilitators: Joel, Anastasia, Daisy

3/28　
Change and Continuity; Understanding Curriculum as Socioeconomic Text
CSR, 207-234
Optional: *Curriculum Books (CB)*, 335-406
Optional: Bernal (1998)-Using Chicana epistemology-*Sakai*
Optional: Dillard (2000)- …examining an endarkened feminist epistemology
RR6

4/4　**Social Mobility: Standards and Accountability, 1990-Present**
CSR, 235-287
Work on Group Presentations for next week (reading and creating presentations)
RR7

4/11　ONLINE
Understanding Curriculum as Identity Text
CSR, 289-352 – group presentations – collaborate for 4/18 presentations:
　　　25-Subtractive Schooling, Caring Relations, and Social Capital in the School of U.S.-Mexican Youth
　　　26-Teacher Experiences of Culture in the Curriculum
　　　27-Interrupting Heteronormativity
　　　28-Silence on Gays and Lesbians in Social Studies Curriculum
　　　29-Gender Perspectives on Educating for Global Citizenship
Optional: *Understanding Curriculum (UC)*, 315-660 (see chapter headings)
Optional: Miller (2006)-…feminist, autobiographical perspectives

4/18　**Understanding Curriculum as Identity Text**
Group presentations

4/25　**Contemporary Issues in Curriculum**
CSR, 353-405
Optional: *Curriculum Books (CB)*, 501-528
Optional: *Understanding Curriculum (UC)*, 845-868

Peer Review of History of Curriculum Research Paper
Optional readings:
　　(1)　Kim et al. (2015). Bilingual Education in the US: An historical overview and examination of two-way immersion
　　(2)　Washington, B. T. (1903). Industrial Education for the Negro
　　　　http://teachingamericanhistory.org/library/document/industrial-education-for-the-negro/
　　(3)　Du Bois (1903). "The Talented Tenth"
　　　　http://teachingamericanhistory.org/library/document/the-talented-tenth/

5/2　**History of Curriculum Research Paper Due (LiveText)**
No class meeting

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 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	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 referenced. Actions and/or policies of government and other agencies are present.	Paper includes notable historical curriculum trends in subject/ topic across the 20th century to present, but may present some gaps. An adequate number of significant scholars and titles are referenced. Actions and/or policies of government and other agencies are present.	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.
Effects of curriculum trends on pedagogy in chosen topic	Paper includes detailed and accurate information about the effects of curriculum trends on pedagogy on the topic.	Paper includes general information about the effects of curriculum trends on pedagogy on the topic.	Paper includes vague or little information about the effects of curriculum trends on pedagogy on the topic.
Reflection on Findings	The paper contains pointed reflection noting significant findings from the literature review.	The paper contains a general reflection regarding the findings of the literature review.	The paper contains information that is too general or is missing the reflection on the findings of the literature review.
Researchable questions	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.	The paper contains two or three additional questions grounded in the literature review generated.	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.
Format guidelines	The literature review follows all format guidelines listed in the syllabus.	The literature review mostly follows all format guidelines listed in the syllabus.	The literature review contains numerous errors relative to format and APA style guidelines.
Conventions and Citations	Grammatical conventions and citations reflect little or no errors.	Grammatical conventions and citations reflect few errors.	Grammatical conventions and citations reflect some errors.
Overall IL-LUC-CF.1	TARGET	ACCEPTABLE	UNACCEPTABLE