ELPS 430: Curriculum and Pedagogy in Higher Education  
Spring 2020  
Mondays, 4:15-6:45p  
Corboy Law Center, Room 326

Instructor Information  
Instructor: Lorenzo D. Baber, Ph.D., Associate Professor  
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Open Office Hours: Mondays, 2:30p-3:30p, by appointment (in-person or via Zoom)

Course Information

Required books:  

Course Description:  
This course examines the notion of curriculum. This course will allow you to consider the following central questions: What are curriculum and pedagogy? What has curriculum and pedagogy looked like in your schooling experiences? What roles do curriculum and pedagogy play in the context of higher education & student affairs? What are the explicit and implicit curricula of higher education & student affairs? How is higher education & student affairs curriculum created, by whom, and for what purpose? What is your own understanding and experiences with curriculum and pedagogy in your own life?

Course Objectives:  
This course aims to model effective curricular design course activities, assignments, readings, and relationships. While the explicit nature of such items is critical, the implicit framings of this course should prove even more impactful.

This course has been designed to meet the following general goals. Students will:

1. Engage in rigorous discourses about the role of curriculum in higher education & student affairs.  
2. Become familiar with key theoretical readings and related readings about curriculum.  
3. Learn to effectively facilitate and participate in discussions around critical issues in curriculum in higher education & student affairs.
4. Examine your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of curriculum.

5. Explore the ways in which identity, education and agency intersect and interact with one another in educational contexts with a focus on curriculum.

Course Pedagogy:

Our pedagogical approach to teaching and cultivating a learning environment is grounded in decolonization and anti-oppressive pedagogy. Zinga and Styres (2019) argue that it is essential that educators engage in self-reflection to effectively aid students to immerse themselves in challenging and complex course content. This course is designed for students to learn and disseminate knowledge within a historical-critical lens in higher education. Using decolonization and anti-oppressive as a pedagogy framework will help students understand underlying assumptions and embrace differences among one another to have critical dialogue around social justice issues in the course. Using a student-centered approach, we will build community by "calling each in" rather than "calling each other out." We are all experts only on our lived experience and should value each other perspectives throughout the course. As co-learners, we will work in a collaborative and brave space environment to create a holistic learning process. The classroom environment encourages active learning, critical feedback, and diverse ways of learning and knowing. Centering education as a liberating experience that situates as Paolo Freire (2000) shares the "teacher" and "student" as co-learners and as co-teachers. Using this pedagogical approach to teaching, this course will act as a conduit in addressing the course readings, assignments, discussions, and activities to evoke change in our communities respectively and in the field of higher education.

Conceptual Framework and Conceptual Framework Standards

For your reference, our conceptual framework is described here – [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

The following SOE Conceptual Framework Standards (CFS) will be addressed in this course:

- 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.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice.** Full transparency is critical to ensure that students are able to meet the expectations in this area. **Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.** A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left hand side of the page.
School of Education and University Guidelines

Principles of Community:

In support of the course description, goals, and pedagogy, the expectation is for students and instructors to craft an equitable, healthy learning community. Everyone enters this course with unique backgrounds, experiences, and perceptions related to our personal and professional selves. As such, our inquiry into the foundations of higher education will elicit dialogue and debate as we all make sense of how our new knowledge reshapes understanding of self and our field. The goal of our community should not be to shy away from healthy expressions of doubt, clarity, and/or convictions, but to hold each other to principles related to a practitioner-scholar of higher education. These principles include:

- Timely arrival to class and prepared to discuss weekly readings
- Active listening and attentiveness during discussions and presentations
- Attention to both the intent and impact of language
- Giving space for all community members to participate
- Understanding that we are all “works-in-progress”

Writing Expectations

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 7th Edition format. For this course, the expectation is that all papers (are):

- Cover Page: Title and author on the first page (not counted toward page length)
- Margins: 1-inch on all sides of the paper (top, bottom, left and right)
- Font: Times New Roman, 12-point
- Spacing: Double-spaced throughout (including all quotations)
- Citations: If you reference another person’s ideas or quote from an outside source, you must include the last name(s) of the author(s) the year of publication, and the page number (if you used a direct quote) in parenthesis at the end of the sentence or quotation. Examples (hooks 2005, p. 5) (Lattuca and Stark, 2016) (Gordon, 1990)
- Reference List: Included at the end of the paper (not counted toward the page length). Please include the author’s names, the title of the article/chapter, the title journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Should paper have significant errors in APA formatting, they will not be accepted as complete.

Use of Technology:

Texting, instant messaging, and all other uses of cell phones/mobile devices in class are disruptive, disrespectful, and distracting to instructor, teaching assistant, and your fellow classmates. As such, the use of these devices is not allowed during class as a matter of respect to the learning community. Students who bring a cell phone or mobile device to class, must be sure to either turn it off or set to a silent mode.

If students are “on call” as part of your professional responsibilities or have other personal/family obligations that may require emergency contact, please advise the instructor at the start of the semester (or at the beginning of a particular class). It is also a good idea to for students to have a conversation with their supervisors, colleagues, and family to help them understand that interruptions during class time should be on an emergency-basis only. Should a student need to respond to a call during class, please leave the room in a non-disruptive manner.
Student Support:

Loyola University Chicago provides reasonable accommodations for students with disabilities. Students are urged to contact the instructor and teaching assistant should they have questions concerning course materials and procedures. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center, located in Sullivan Center, Suite 117. Please provide me with an accommodation notification from the Student Accessibility Center, preferably within the first two weeks of class. If you have any special circumstance that may have some impact on your course work, please let us know so we can establish a plan for assignment completion. You are also encouraged to meet with me individually in order to discuss your accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700 or visit https://luc.edu/sac.

The Center for Student Assistance and Advocacy is now available to the Loyola University Chicago community—students, staff, faculty, families, and guests. The CSAA provides online reporting tools and resource information for addressing concerns in the areas of behavioral, academic, personal, equity, Title IX, and student conduct. This initiative aims to support all Loyola students, regardless of academic program or campus location (e.g., Lake Shore, Water Tower, Health Sciences, JFRC, Vietnam Center, online). On the website, students can learn about the many ways Loyola supports them and their peers. Faculty and staff can report any and all matters of student concerns in one location. They can also receive support from CSAA partners, along with the assurance that we will find resources to help them help our students or route those concerns to the appropriate office or personnel for follow up and resolution. Families and local community members can familiarize themselves with CSAA to connect Loyola students to appropriate campus resources.

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 into how to improve their teaching and the department can learn how best to shape the curriculum.

Academic Integrity:

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity:

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty."

Assignments and Grading

Assignments (Points, Due Date):

- **Class Attendance and Participation (15 points, on-going)**

  This course is designed to provide students with multiple opportunities to participate including general class discussions and small group discussions. In order to take advantage of these opportunities, students are expected not only to read the assigned materials, but should critically assess the arguments, practices, and ideas espoused by the authors. Effective participation also requires listening and constructive responses to one another. Comments, whether fully developed or still under construction, are encouraged as we work together to understand the strengths and limitations of specific ideas and their utility for understanding of the foundations of higher education. Students are expected to attend each session, however if a lateness or absence is anticipated, please inform the instructors as early as possible.

- **Weekly Blog Posts (20 points, weekly)**

  To support in-depth, analytical conversations about the course materials, students are to prepare weekly blog posts to course website that include a short reflection on readings (1-2 paragraphs) and at least one lingering question for classmates and facilitator to consider. The reflection and questions should be posted prior to our weekly class session in enough time for peers to review and consider as we come into the classroom space. In building reflection and readings, students may consider the following:

  1. What are the main points the author is making in the reading?
  2. What do you agree with?
  3. What do you disagree with?
  4. What is missing?
  5. How does this connect to your personal and professional contexts?
  6. How does this connect to your social identities?

  No post required for 1/20, 3/2, 3/30, 4/13, 4/20

- **Personal Essay: “Letter” to a Teacher (20 points, due 2/28)**

  The purpose of this assignment is for students to reflect on their personal experiences with positive teaching and learning environments. Students are to identify a influential teacher (self-defined) that supported a positive schooling experience and write a extended letter (4-6 pages) to the identified teacher. The letter should include the following – a) background introduction; b) brief summary of overall schooling experiences; c) description of the influential teacher and why their approach had such a lasting impact; d) Using course readings, consider how this approach reflect caring, healthy aspects of pedagogy and learning; e) how your personal experiences and course readings shape your future goals for teaching and learning as a higher education professional.
• **Group Syllabus (20 points, Due 3/30)**

The purpose of this assignment is for students to collaboratively design a high-impact semester-long syllabus for a senior-level course seminar focused on introducing the field of higher education/student affairs. Assume that you will have 15 students who come from a variety of majors, demographic backgrounds, and skill levels; the course meets once a week for one hour over 14 weeks (1-credit). You will design a syllabus with your group with the intention of potentially implementing it in your role as an educator. You will have 30 minutes to present your group syllabus and reflection to the class along with time at the end for Q&A. You will upload an electronic copy of the syllabus for students to follow along with in the Sakai folder entitled “Syllabi Group Presentations”. Your presentation will include:

- An overview of the syllabus including course description, objectives, learning outcomes, applicable policies (attendance, late assignments, grading, etc.), and a course outline including readings and assignments. (15 minutes)
- A reflection on the benefits and challenges of this assignment (5 minutes)
- A Q&A session (10 minutes)

• **Curriculum Analysis (25 points)**

For this practical assignment is to consider the influence of planning, accreditation, teaching, and learning on development of a graduate curriculum. You have been “hired” as a consultant by the Higher Education program chair at Loyola University, Chicago to analyze the M.Ed. degree program. Utilizing Latuca and Stark (2009), you will provide a 12-15 page analysis of the current program curriculum and provide recommendations for future changes. You report should include the following: a) summary of current curriculum – content, sequence, delivery, and intended outcomes; b) identification of external and internal influences impacting current curriculum structure; c) curricular comparisons to at least two other higher education programs; d) recommendations for adjustment and evaluation. The assignment requires APA formatting (9th or 10th edition).

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>On-going</td>
<td>15 points</td>
</tr>
<tr>
<td>Weekly Blog Posts</td>
<td>Weekly</td>
<td>25 points</td>
</tr>
<tr>
<td>Gratitude “Letter”</td>
<td>2/28</td>
<td>20 points</td>
</tr>
<tr>
<td>Group Syllabus</td>
<td>3/30</td>
<td>15 points</td>
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<tr>
<td>Curriculum Analysis Paper</td>
<td>4/27</td>
<td>25 points</td>
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</tbody>
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**Grading Scale:**

The grading/evaluation policy for this course is consistent with Loyola University, Chicago policy. The final grade will be determined by each student’s performance on all assignments and class. All written assignments are due at the date and time indicated on the syllabus. Late assignments will not be accepted without prior approval from instructors. Students should inform the instructors as quickly a possible of any special circumstances that may inhibit their ability to complete assignments on time. Even with prior approval, the instructor reserves the right to lower the grade based on the degree of tardiness.

**Grading Scale (Total Points):**

- 100-93.0: A
- 92.5-90.0: A-
- 89.5-87.0: B+
- 86.5-83.0: B
- 82.5-80.0: B-
- 79.5-77.0: C+
- 76.5-73.0: C
- 72.5-70.0: C-
- 69.5-67.0: D+
- 66.5-60.0: D
- 59.5-00.0: F
### Weekly Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/13</td>
<td>Introductions of Course and Community</td>
<td>None</td>
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<tr>
<td>Week 7</td>
<td>2/24</td>
<td>Philosophy of Teaching and Learning</td>
<td>Smidt, Chapters 8-10 hooks (2003c) Freire, Chapter 4 [Select pages]</td>
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<td>Assignment Due: Letter to a Teacher [2/28]</td>
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<tr>
<td>Week 8</td>
<td>3/2</td>
<td>NO CLASS (SPRING BREAK)</td>
<td>Assignment Due: Letter to a Teacher [2/28]</td>
</tr>
<tr>
<td>Week 12</td>
<td>3/30</td>
<td>Group Syllabus Presentations</td>
<td>Assignments Due: Group Syllabus [3/30]</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/13</td>
<td>Curriculum Assessment: Relevant Praxis</td>
<td>Loyola Higher Education program website (faculty profiles; program highlights; program curriculum; admissions criteria)</td>
</tr>
<tr>
<td>Week 15</td>
<td>4/20</td>
<td>Course Conclusion</td>
<td>Open Session</td>
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</tbody>
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*Recommended
Course Bibliography


