Division: Teacher Education

Program Area: Curriculum and Instruction

Course #: TED 9130-001, CRN: 13483

Course Title: Doctoral Seminar: Curriculum and Instruction

Section #: 001

Course Credit: Three Semester Hours

Term/Year: Fall 2015, Duration—September 2015 - December 2015

Course Location: On-line and STATE Building

Days: Mondays Time: 5:00 - 7:45 p.m.

Teacher Educator: Dr. Jazlin Ebenezer

Office Address: Room 299, College of Education

Office Hours: Mondays 2:00 – 5:00 PM; Wednesdays 3:00 – 5:00 PM
Call 313/577-0902 for appointments

Office Phone #: 313-577-0918

e-mail: aj9570@wayne.edu

Website: http://blackboard.wayne.edu/
Course Description:

This course, designed for doctoral students, focuses on the critical analysis of curriculum theory, practice, and inquiry. It provides grounding in a broad range of theoretical perspectives that guide the work of curriculum deliberation, policymaking, and practice. Curriculum is considered within the following interrelated contexts: personal, social/political, and historical/contemporary. Personal thinking and experience is an important factor in students' conceptual development. Students are expected to consider, along with personal opinions, ideas and perspectives that both support and contradict their ideas and perspectives regarding curriculum.

The course will operate on a seminar basis, with a stress on sharing ideas and critiquing ways we think about and inquire into curriculum. Thus, the course will introduce multiple ways in which people who study curriculum go about this activity, with critical examination of underlying assumptions and values of these different options. The course will also provide an opportunity to analyze and assess the relative worth of different approaches to understanding curriculum. Our seminar conversations will focus on ideas, questions, and critique of readings and students are therefore required to read in an engaged manner, the assigned readings for each class.

Student Outcomes:

1. Students will lead out in class presentations based on their assigned readings and write short reflective papers related to class discussions of curriculum issues.

2. Students will write a scholarly paper on the conceptualizations of curriculum theory and practice.

Required Text:


Additional References:

Optional Readers


Curriculum Journals
Curriculum Inquiry
Curriculum and Teaching
Curriculum and Teaching Dialogue
Journal of the American Association for the Advancement of Curriculum Studies
Journal of the Canadian Association of Curriculum Studies
Journal of Curriculum and Teaching
Journal of Curriculum Studies
The Curriculum Journal
The Journal of Curriculum and Instruction
The Journal of Curriculum and Pedagogy
The Journal of Curriculum and Supervision
Journal of Curriculum Theory
The Journal of Curriculum Theorizing

Other Journals
American Educational Research Journal
Canadian Journal of Education
Delta Kappan
Educational Leadership
Educational Researcher
Harvard Educational Review
Interchange
International Journal of Qualitative Studies in Education
Journal of Applied Behavioral Research
Journal of Educational Research
Review of Educational Research
Teachers College Record

Other Readings
Indexes, Abstracts, and Research Reviews
Dissertations and theses-full text (database)
Education Abstracts (database)
ERIC (ProQuest)
Handbook of Research on Curriculum
Handbook of International Curriculum Theory

Note: The required text and readings will enable you to explore, explain, interpret, and translate the implications of contemporary thought and social trends on current concepts and practices of curriculum in formal and informal educational settings. The readings will enable you to reflect on your own educational concepts and practices and to imagine new possibilities.
Course Assignments:

Assignment 1: Journal of Curricular Thoughts Via Blackboard (1st and 2nd submission via e-mail attachment) (20 points each)

Throughout the course you will be expected to keep a Blackboard journal to explore your own morphing notions of curriculum. It is expected that each of you will have read each weeks’ assigned readings prior to each class.

Related to each of your assigned readings (see your name in the course schedule) you are required to post your 2-page summary and a focus question/idea for discussion by your peers on Blackboard. In other words, based on your summary and the question/idea, your peers will write their reflective thoughts via Blackboard.

You will then write a reflective paper on your and your peers’ reflective thoughts and ideas about curriculum issues. It means that your reflective paper should not be based on the 2-page summary of your peers.

There will be two submissions from your Blackboard journal collection of recordings and reflections, each at least five pages long, double-spaced with font size Times New Roman 12. This reflective paper should cite evidence from your journal collection (contributor’s name, class session, date, etc.).

Acknowledgement: This assignment has been adapted from a syllabus developed by Dr. Wanda Hurren at the University of Victoria, B.C. Canada.

Assignment 2: Curriculum Studies Paper (60 points)

Critically analyze the relevant past and present theoretical ideas and research endeavors that have shaped and continue to shape curriculum studies based on the national and global perspectives. Write a scholarly paper answering the following question: What kinds of languages and interpretive tools have the curriculum theorists and researchers created to study what we know and where we want to go? This question should be answered by critically analysing and synthesizing the conceptualizations of curriculum theory and practice. In other words: What is curriculum theory? Why was curriculum questioned?

Criteria for Assignment 2

Your finished paper for assignment 2 must be 15 pages long, references excluded. Use only Times New Roman, 12 point font with one-inch margins. The entire manuscript must be written in narrative form, free from bullets or abbreviated forms of communication typically used in handouts. Do not use footnotes for any reason.

References:
Scholarly journals pertaining to curriculum theory, practice, and inquiry
Chapters in edited books and handbooks
Books
State and national documents (legislations, standards, policy, curriculum etc.)
Dissertations and theses
Internet

Style and Expression:
The theoretical paper must be prepared according to the style prescribed by the latest edition of the Publication *Manual of the American Psychological Association* (American Psychological Association, 2010, 6th ed.). Follow the Manual explicitly with regard to (a) the content and organization of the paper; (b) writing style, grammar, and use of nonsexist language; and (c) punctuation, spelling, capitalization, use of italics, abbreviations, headings, quotations, tables, figures, references cited in the text, and the reference list.

The criteria against which your assignment two (scholarly paper) will be marked:

- **Cogency** (Is it compelling and convincing? -- persuasive: forceful and convincing to the intellect and reason--a cogent argument)
- **Clarity** (Is it easy to comprehend and unambiguous? -- the quality of being clearly expressed)
- **Coherency** (Is it logically consistent and orderly? -- be logically consistent so that all the separate parts fit together and add up to a harmonious or credible whole.)
- **Criticality** (Is it carefully considered and analytical? – objectively analyzed)
- **Conciseness** (Is it succinct and to the point? – irrelevant and extraneous materials must be avoided)

These criteria will be equally weighted for the assignment.

Class Policies:

**Communication**
Class communication will utilize Blackboard and the class e-mail list. Students must be able to access the course Blackboard site to retrieve important information about the course, as well as email messages. This syllabus will be posted on the Blackboard site, along with assignment details and other communications. The site may be entered through [http://wayne.edu](http://wayne.edu) and then clicking on WSU Pipeline. WSU provides free email and Internet accounts for students.

**Attendance**
Because each class session is almost three hours long, and so much material is covered in each session, class attendance and timely arrival to class is expected and required. When circumstances do occur, students must communicate with the professor in advance of any anticipated absence or late arrival to class.

Attendance will be taken at the beginning of each class. If you come to class after 10 minutes of the scheduled time, you will be marked tardy. Three late arrivals to class or early departures from class will count as one absence.
Absences will be excused under certain circumstances such as illness and death in the family. However, you are responsible for providing me with such evidence. Absentees are responsible for: (1) getting any handouts passed out during the missed class, (2) any in-class announcements, (3) changes in syllabus, and (4) material discussed in class. There will be no make-up of activities missed.

Please come to class on time. Any class announcements are usually given at the beginning of class, which you will miss if you arrive late. Late arrivals and early departures are also disruptive to everyone in class.

Absence on Blackboard participation will significantly affect your grade, your learning, and ultimately your grade.

**Cell Phone**

**PLEASE TURN OFF YOUR CELL PHONES BEFORE ENTERING THE CLASS.** Under no circumstances are cell phones to be used inside the classroom.

**Academic Dishonesty/Plagiarism:**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Topics and Class Schedule (Tentative)**


**September 07:** Holiday

**September 14**

Library—Reading Curriculum Journals

**September 21**

**Part 1: Personal Reflections**

Ch. 1. Introduction **Aquino, Elsie**

Ch. 2. A Path Stumbled Upon (2009) **Gardner, Darryl**
Ch. 3. Looking Back (2008) Pinder, Linda
Ch. 4. Struggles with Spirituality (2002) Lappin-Roth, Andrea
Ch. 5. Memory of a Mentor: John Steven Mann (2009) Kaseta, Michele

September 28

Ch. 6. A Methodology of Experience, Part 1 (1972) Moreno, Julie
Ch. 7. Developing Competence (1984) Silva, Daniela
Ch. 8. Beyond Methods (2002) Finney, Tia
Ch. 9. Crafting an Experience (2004) Fawaz, Nicholas

October 05
Ch. 10. Piagetian Thought (2010) Bassett, Josh
Ch. 11. Modes of Thought (2003) Kaseta, Michele

October 12 (Journal of Curricular Thoughts 1st submission via e-mail)

Part 3: Modern/Post-Modern: Structures, Forms, and Organization
Ch. 15. Prigogine: A New Sense of Order (1986) Lappin-Roth, Andrea
Ch. 16. Post-Modernism’s Utopian Vision (1990) Moreno, Julie
Ch. 17. Structures of the Post-Modern (2011) Silva, Daniela

October 19

Part 4: Complexity Thinking
Ch. 18. Recursions on Complexity (1998) Finney, Tia
Ch. 20. Thinking Complexly (2010) Bassett, Josh

October 26

Part 5: Reflections on Teaching
Ch. 21. The Educational Need to Reinvent the Wheel ((1981) Kaseta, Michele
Ch. 22. Complexity in the Classroom (1989) Aquino, Elsie
Ch. 23. Reflections on Teaching: Developing the Non-Linear (1999) Gardner, Darryl; Silva, Daniela

November 02
Ch. 24. Classroom Management (2000) Pinder, Linda; Finney, Tia
Ch. 25. Looking Forward (2006) Lappin-Roth, Andrea; Fawaz, Nicholas
Ch. 26. Da Xia Lecture (2011) Moreno, Julie; Bassett, Josh

November 09 (Journal of Curricular Thoughts 2nd submission via e-mail)
Curriculum Studies Paper Presentations

November 16
Curriculum Studies Paper Presentations; Doctoral Candidate Ms. S. Grace (Third Space)
November 23
Curriculum Studies Paper Presentations; **Doctoral Candidate Ms. Olubusayo Oyeyemi Olojo (Argumentation)**

November 30
Curriculum Studies Paper Presentations;

December 06
Curriculum Studies Paper Presentations:

December 13 via e-mail
*Assignment 2 due*

**Grading System:**

Grades will be assigned as follows:

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B

B grade will be awarded for satisfactory work that satisfies all course requirements; B+ grade will be awarded for very good work, and A grades will be reserved for outstanding performance.

**University Policies:**

**Enrollment/Withdrawal Policy**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
Attention Students with Disabilities

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).