Division: Teacher Education
Program Area: Curriculum and Instruction
Course Title: Doctoral Seminar: Curriculum and Instruction
Course #: TED 9130-001, CRN: 14711
Course Credit: Three Semester Hours
Term/Year: Fall 2012, Duration—September 03, 2012 - December 17, 2011
Course Location: Education Building
Days: Mondays       Time: 5:00 p.m. – 7:45 p.m.
Instructor: Dr. Jazlin Ebenezer
Office Address: Room 299, College of Education
Office Hours: Mondays: 2:00 p.m. - 5:00 p.m.; Wednesdays: 3:00 p.m. – 5:00 p.m. 
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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 explore, critique, and synthesize the historical foundations and practical approaches to curriculum and instruction.

2. Students will critically analyze and interpret a cross-curriculum or disciplinary domain-specific curriculum.

3. Students will critique their own and collegial curriculum design based on contemporary curriculum thought and inquiry.

4. Students will establish collaborative relationships with scholarly peers for sustained dialogue and inquiry about curricular perspectives.

**Required Readings**
The required texts 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.

**Texts**


**Journals**
American Educational Research Journal  
Canadian Journal of Education  
Curriculum Inquiry  
Delta Kappan  
Educational Insights*  
Educational Leadership  
Educational Researcher  
Harvard Educational Review  
Interchange  
International Journal of Qualitative Studies in Education*  
Journal of Applied Behavioral Research  
Journal of the Canadian Association of Curriculum Studies*  
Journal of Curriculum Studies  
Journal of Curriculum Theory  
Journal of Curriculum Theorizing  
Journal of Educational Research
Assignments 1: Curriculum Inquiry Paper (50 points)

Synthesize the various curriculum theories and practices based on Pinar et al. (2008). Which ones are useful for the development of the 21st century learners? Defend your position.

Your finished paper must be 10 pages long—font size: Times New Roman 12, double spaced, references excluded. You will be required to give a presentation based on your conceptual paper, and provide a one-page hand-out for this presentation. As well, provide the web address or a photocopy of an article that you feel is most pertinent to your inquiry for your colleagues to read prior to your presentation. The format of the presentation will be that of a conference paper session. You will be required to read/speak to the content of your paper for 15 minutes, followed by a 5 minute question/discussion period. Each presentation is limited to 20 minutes, and out of professional courtesy to your colleagues, it is extremely important that you adhere to the time limit.

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

Style and Expression:
The conceptual 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, 2009). 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 following three Cs must be adopted in writing your conceptual paper: cogency, coherency, and clarity.

**Cogency**—rationally persuasive: forceful and convincing to the intellect and reason—a cogent argument

**Coherency**—be logically consistent so that all the separate parts fit together and add up to a harmonious or credible whole.

**Clarity**—the quality of being clearly expressed.

**Designing Curriculum** (30%)

Critique a curriculum document of your choice. Questions to consider:
- What are the underlying theoretical perspectives in this curricular document?
- What are the values supported by the document?
- What are the assumptions about society, learners, teachers, and curriculum that are evident (or hidden within) the document?
- What is the view of knowledge supported by this document (knowledge as *end product*, *commodity*, *social construction*, etc.)?
- What are the omissions in this document?
- How might you make adjustments to the document to fit with your morphing notions of curriculum?

Design a curriculum based on your theoretical perspectives grounded on your readings. Write 10 pages long, double spaced. Size: Times New Roman 12.

**Journal of Curricular Thoughts and Presentation** (20%)

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

For your class discussion you will be required to bring one question/idea related to your assigned reading. Along with your question/idea, you are required to write a two-page discussion. Following the group discussion, you will be asked to reflect in writing on your and your peers’ thoughts regarding these same questions/ideas and/or other reflections regarding your notions of curriculum. There will be two submissions from your journal collection each at least double-spaced five pages long, font size Times New Roman 12.

You will each be required to lead class discussion around two of the assigned readings, and your discussion papers serve well in this context.
Useful Readings

**HISTORICAL/CONTEMPORARY CONTEXTS**


**SOCIAL, POLITICAL CONTEXTS**


**Research Contexts**


Knowles, J. Gary and Ardra Cole, eds. *Handbook of the ARTS in Qualitative Research*:


POSTSTRUCTURAL AND POSTMODERN CONTEXTS


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.

Topics and Class Schedule (Tentative)

September 03
Holiday

September 10
Introductions and Overview
Library—Curriculum Journals

September 17
F & T Part Two: Curriculum at Education’s Center Stage
- Basic Principles for Curriculum and Instruction—Ralph Tyler (pp. 69-77) David
- Educational Objectives—Help or Hindrance?—Elliot. W. Eisner (pp. 107-113) Ebtesm
- The Practical--A Language of Curriculum—Joseph J. Schawb (pp. 123-137) Marty

September 24
F&T: Section III: Reconceptualizing Curriculum Theory
- Pedagogy of the Oppressed—Paul Freire (pp. 141-146) Robin
- Curriculum and /Consciousness—Maxine Green (pp. 147-154) William

October 01 (Journal of Curricular Thoughts 1st hand in)
F&T: Section III: Reconceptualizing Curriculum Theory
- The Reconceptualization of Curriculum Studies—William. F. Pinar (pp. 168-175) Khil
- Controlling the Work of Teachers—Michael W. Apple (pp. 199-213) Thomas
- How Schools Shortchange Girls: Three perspectives on Curriculum (pp. 214-236) Yu-Chuen

October 08
F & T Part 4: After a Change of Curriculum Thought: Change and Continuity
- The Four R’s—An Alternative to the Tyler Rationale—William E. Doll Jr. (pp. 267-275) Kathleen
- Generational Ideas in Curriculum: An Historical Triangulation—Peter S. Hlebowitsh (pp. 275-285) Lawrence
October 15  
F & T Part 4: After a Change of Curriculum Thought: Change and Continuity  
- High-Stakes Testing and Curriculum Control: A Qualitative Metasynthesis—Wayne Wu (pp. 286-302) Tiwanya  
- Standardizing Knowledge in a Multicultural Society—Christine Sleeter and Jamy Stillman (pp. 303-317) David and Ebtesm

October 22  
F & T Part 4: After a Change of Curriculum Thought: Change and Continuity  
- What Does it Mean to Say a School is Doing Well?—Elliot W. Eisner (pp. 327-335) Marty  
- Teacher Experiences of Culture in the Curriculum?—Elaine Chan (pp. 348-361) Robin

October 29  
Curriculum Inquiry Presentations

November 05  
Curriculum Inquiry Presentations

November 12 Assignment 1 due  
Curriculum Inquiry Presentations

November 19  
F & T Part 4: After a Change of Curriculum Thought: Change and Continuity  
- Curriculum and Teaching Face Globalization—David Geoffrey Smith (pp. 368-384) William & Khilil  
- Gender Perspectives on Educating for Global Citizenship—Peggy McIntosh (pp. 385-398) Thomas & Yu-Chuen

November 26  
F & T Part 4: After a Change of Curriculum Thought: Change and Continuity  
- The Classroom Practice of Commons Education—C.A. Bowers (pp. 399-424) Kathleen & Lawrence  
- The Aims of Education—Nel Noddings (pp. 425-438) Tiwanya

December 03  
Curriculum Critique and Design Paper Presentation  
*Journal of Curricular Thoughts 2nd hand in*

December 10  
Curriculum Critique and Design Paper Presentation

December 17 Assignment 2 due  
Curriculum Critique and Design Paper Presentation
Overview of Course Procedures and 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 e-mail 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 e-mail 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 arrive 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 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.

Plagiarism
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. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

General Note on Grading
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For
graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

**Enrollment/ Withdrawal Policy**
Beginning in Fall 2011, 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 4th 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 in Fall 2011, 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 313-577-3365 (TDD only). 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.