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 2013, Duration—September 03, 2013 - December 09, 2013
Course Location: 0111 STATE 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 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 explore, critique, and synthesize the historical foundations and practical approaches to curriculum studies.

3. Students will design disciplinary domain-specific curriculum 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**


**Optional Reader**


**Journals**

- *Canadian Journal of Education*
- *Curriculum Inquiry*
- *Delta Kappan*
- *Educational Leadership*
 Assignment 1: Curriculum Inquiry Paper (50 points)

Critically analyze and synthesize the various curriculum theories and practices based on Pinar et al. (2006 or 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 expected to present your paper in class. Distribute a copy of your abstract.

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.

Curriculum Design (30%)
Select a topic of your interest and design a standards-based curriculum for a diverse population of students (e.g., ELL, students with disability, at-risk children, a minority groups). Your curriculum should be framed by a defensible theory (e.g., a hybrid third space, social justice pedagogy, Doll’s post-modern 4 Rs). This paper should be 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.

You will each be required to lead class discussion around two or three of the assigned readings, and your discussion papers serve well in this context. Related to each of your assigned readings you are required to bring one question/idea. Along with your question/idea, for each of your assigned reading, you are required to write a two-page discussion paper to be distributed in class.

You will be also asked to reflect in writing on your and your peers’ thoughts, questions, and ideas about curriculum issues. There will be two submissions from your 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.).

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 02**
Holiday

**September 09**
Introductions and Overview
Library—Curriculum Journals
Reading Assignment

**September 16**
**Part 1: Personal Reflections**
Ch. 1. Introduction *Dima*
Ch. 2. A Path Stumbled Upon (2009) *Von*
Ch. 3. Looking Back (2008) *Therese*
Ch. 4. Struggles with Spirituality (2002) *Yvonne*
Ch. 5. Memory of a Mentor: John Steven Mann (2009) *Dima*

**September 23**
Ch. 6. A Methodology of Experience, Part 1 (1972) *Tina*
Ch. 7. Developing Competence (1984) *Ahmad*
Ch. 8. Beyond Methods (2002) *Ali*
Ch. 9. Crafting an Experience (2004) *William*

**September 30**
Ch. 10. Piagetian Thought (2010) *Angela*
Ch. 11. Modes of Thought (2003) *Alton*
Ch. 12. Keeping Knowledge Alive (2005) *Amanda*

**October 07 (Journal of Curricular Thoughts 1st hand in)**
**Part 3: Modern/Post-Modern: Structures, Forms, and Organization**
Ch. 15. Prigogine: A New Sense of Order (1986) *Jean*
Ch. 16. Post-Modernism’s Utopian Vision (1990) *Timberly*
Ch. 17. Structures of the Post-Modern (2011) *Kyana*
October 14
Part 4: Complexity Thinking
Ch. 18. Recursions on Complexity (1998) Rachelle
Ch. 20. Thinking Complexly (2010) Therese and Yvonne

October 21
Part 5: Reflections on Teaching
Ch. 21. The Educational Need to Reinvent the Wheel ((1981) Ahmad and Ali
Ch. 22. Complexity in the Classroom (1989) William and Angela
Ch. 23. Reflections on Teaching: Developing the Non-Linear (1999) Alton and Amanda

October 28
Curriculum Inquiry Presentations

November 04
Curriculum Inquiry Presentations

November 11 Assignment 1 due
Curriculum Inquiry Presentations

November 18
Ch. 24. Classroom Management (2000) Gihan and Jean
Ch. 25. Looking Forward (2006) Timberly and Kyana
Ch. 26. Da Xia Lecture (2011) Rachelle

November 25
Reading Day

December 02 (Journal of Curricular Thoughts 2nd hand in)
Curriculum Design Presentation

December 09
Curriculum Design Presentation
Assignment 2 due

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 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 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 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.

*Acknowledgement:* Portions of the syllabus have been adapted from a syllabus developed by Dr. Wanda Hurren at the University of Victoria, B.C. Canada.