

Teaching and Learning 521

Special Topics: Curriculum Theory

Fall 2010, Tuesdays 4:10-7:00, Cleveland 311



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Pauline Sameshima psameshima@wsu.edu
Office hours: Mon: 10:00-12:00pm or by appointment
Cell: 509-336-9528
Cleveland Hall, Room 266
Class materials: solspire.com > courses > curriculum theory

I. Course Description and Objectives

William Pinar's (2004) *What is Curriculum Theory?* presents curriculum theory as the interdisciplinary study of educational experience. Likewise, our discussions will open conversations on curriculum studies as a "complicated conversation" and as *curre* – the Latin infinitive of curriculum—as means for individuals and groups to connect learning to personal subjectivities, society, and the historical present considering our relation to it. In so doing we will construct our own understandings of what it means to teach, to study, and to become "educated."

The purpose of this course is to introduce graduate students to an exploration of current issues of curriculum through the lenses of contemporary curriculum discourses. The discourses introduced will include autobiography, narrative inquiry, critical pedagogy, hermeneutics, ecological theory, post-structuralism, and psychoanalytic theory. Students will explore the nature of curriculum theory; discuss how curriculum theory plays into the professional work of educators and researchers, construct notions of what it means to teach, connect academic knowledge to personal subjectivities, time, and place, and reconstruct the public sphere through *curre*.

As Ted T. Aoki has asked: what is the relationship between the curriculum-as-plan, and the curriculum-as-lived in classrooms?

II. Course Reading

Eppert & Wang	Cross-Cultural Studies in Curriculum: Eastern Thought, Educational Insights	2008	978-0805856743	Routledge
Malewski	Curriculum Studies Handbook: The Next Moment	2009	978-0415989497	Routledge
Rose	Why School?	2009	978-1595584670	The New Press
Taubman	Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability in Education	2009	978-0415962742	Routledge
Hasebe-Ludt, Leggo, & Chambers	Life Writing and Literary Métissage as an Ethos for Our Times	2009	978-1433103063	Peter Lang Publishing
Mckenzie, Hart, Bai, & Jickling	Fields of Green: Restorying Culture, Environment, and Education	2009	978-1572738782	Hampton Press

Other readings:

- What is curriculum theory? Looking back (Bobbitt, Dewey, Addams, Counts, Kliebard)
- Curriculum in practice (Tyler, Goodlad, Popham, Eisner, Jackson, Schwab)
- Reconceptualizing curriculum theory (Freire, Greene, Pinar, Adler, Noddings, McLaughlin, Apple)
- The Janusian Way: Looking forward and back, up and down (Pinar, Noddings, Jardine, Eisner, Doll, Flinders, Leggo)

Pinar, W. F. (2004). *What is curriculum theory?* Mahwah, NJ: Lawrence Erlbaum.

Flinders, D. J., & Thornton, S. J. (Eds.). (2004). *The curriculum studies reader (2nd ed.)*. NY: RoutledgeFalmer.

Sameshima, P. (2007). *Seeing Red – A pedagogy of parallax*. Youngstown, NY: Cambria Press.

Pinar, W. and Irwin, R. (2005) *Curriculum in a new key: The collected works of Ted T. Aoki*, Mahwah NJ: Lawrence Erlbaum.

Pinar, W., Reynolds, W., Slattery, P., & Taubman, P. (1995) *Understanding Curriculum: An introduction to the study of historical and contemporary curriculum discourses*, New York: Peter Lang

III. Assignments / Evaluation / Grading

Assignment due dates:

Dates are firm. Please let me know if you have a schedule conflict as early as possible. Thank you. Naturally, it is anticipated that there will be diversity among students registered in this course in terms of experience in the arts, levels of academic preparation, life experiences, and current interests. Your mark will be determined through attendance, participation, completion of ungraded projects and the quality of marked projects. Students are expected to produce work

that is of high quality in all assignments and all assignments are public – by that, I mean that assignments are not for me, the teacher, but for a much broader audience: peers, other teachers, students, etc. Please aim to produce work that you can be proud of. WSU requires 2 hours of homework per week for every semester credit. Thus, please plan to devote 5-6 hours a week to work related to this course.

5%	Special People Sharing
15%	Book review
20%	Facilitation of 3 readings
15%	Presentation proposal
10%	Peer support and review
35%	First Author Article

Special People Sharing

Each class will begin with an informal sharing of something that evokes or provokes thinking. Please come prepared on your sign-up day.

Evaluation: Thoughtful Participation

Book Review

The book review is an intended publication. Please read several book reviews in the journal you would like to publish in.

Evaluation: The book review will be submitted to a journal during fall session. A collective grading rubric will be developed according to patterns found in published reviews.

Chapter Facilitation

Every seminar member is responsible for leading the discussion of three of our readings. The facilitation requires no written submission. The mark of a strong, well-planned facilitation is group participation and engagement. What kinds of learning activities will help the group come to terms with the main ideas and arguments in the reading at hand? How can the material be presented to provoke and enable thought, connection, and discussion? How do we construct learning processes for ourselves and others critiquing the frames we use while conscious of our responsibility to notions of “teaching” the content?

Evaluation: Thoughtful Preparation. Feedback and discussion within a supportive environment determines success (considering innovation and risk) and is a critical aspect of this assignment.

*How might we teach in and through the leaky edges of the “social outside” of the curriculum, and the “individual inside” of the psyche?
Elizabeth Ellsworth (1997, p. 116)*

Presentation Proposal

Using three to four class readings and other sources connected to your personal work, prepare a presentation proposal. We will use AERA guidelines. You are asked to go beyond summarizing the readings but to instead, probe deeply into what common themes emerge from them, focus on how and why the readings contradict or trouble each other, and how this plays out in your work. The intent of this work is that it will develop into a paper publication and become a part of

your dissertation.

Evaluation: As per the AERA website criteria through peer review

* *Publication Manual of the American Psychological Association (Latest Edition)*. Papers will not be accepted unless the paper adheres to the guidelines set out in this resource. It is your responsibility to seek assistance or study these guidelines before submitting your papers.

Peer support and Review

All papers will be made accessible to members of the group at various stages of construction.

All email attachments and subject lines MUST read as follows:

CT577 Your Name (paper)

You will be asked to complete peer support (asking questions, sharing refs, thoughts, etc. and peer review of others' papers

You will prepare a 1-2 page peer review in class using the following criteria after the full papers are due:

- Topic's significance
- Theoretical framework
- Research design or methods
- Interpretation / Analysis
- Organization/Quality of writing
- Presentation
- Contribution to the field
- Appropriateness and overall interest

Accept / Accept with minor revisions / Modify substantially and resubmit / Reject

Evaluation: Participation. My hope is that we can develop a sense of responsibility and commitment to our peers and to further scholarship through our support, actions, and friendships. Careful critique of another's work will greatly contribute to the quality and high standards of your own work.

We become party to our own depersonalization, and to the houghtlessness of our students, when we see ourselves as merely place-holders and low level bureaucrats, filling out forms and completing procedures.
William Ayers (1993, p. 19)

Paper: length dependent on journal + 20 minute "conference" presentation

Final paper with a short oral presentation: This is an article ready for submission to a journal publication. The work is polished, uses apa conventions diligently, is clear, concise, and incorporates readings and aromas of the term's collaborative discussions.

Evaluation: The final paper itself will be ungraded. You will receive reviews for the paper 4 times: 2 draft reviewers, 1 final draft peer review, and my tracking changes and comments on your final paper.

Course Grade Submission (2 pages)

Provide a final grade for yourself including the breakdown of sub-grades from each of the assignments above. Explain how you have graded yourself. Also, submit with a reflection page detailing thoughts and perspectives regarding your learning and progress through this course. I will retain the right to negotiate the final grade with you.

Points to Grades Distribution

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

IV. Attendance Policy and Expectations

Each student must come to class prepared to discuss readings or to provide reflection or feedback on assigned experiences. In order to ensure a supportive environment where creative, innovative risks are taken, all students, as a collective, are expected to be responsible and respectful to the environment of the class. Please be on time and attend all classes. Professionalism is evidenced by attendance. If you are unable to attend one week of classes (3 hours), there will be no penalties to your grade, however, if you are presenting, please trade with someone else and let us all know if there is a chapter reading change. Each subsequent absence will be reflected in a drop in letter grade unless discussed with me in advance. Two tardies (either arriving late or leaving early) count as one absence. No make-up studio class time is provided.

Disability Resource Center Reasonable Accommodations Statement:

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Academic dishonesty:

Included in the WAC 504-26-010 definitions are cheating, falsification, fabrication, multiple submissions, plagiarism of print or electronic materials, and complicity in helping or attempting to help another person or persons commit an act of academic dishonesty. Cases of academic dishonesty will be processed in accordance with the Academic Integrity Policy. Plagiarism will immediately result in an F and the student will be reported to the Department Chair and the Office of Student Conduct.

******* There is no tolerance for plagiarism in this course. Please cite or reference any text, image or music you use from another source. Please be particularly careful to do this when making movies and video.**

Safety:

The Campus Safety Plan, which can be found at <http://safetyplan.wsu.edu>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. All students should visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/Emergencies> to become familiar with the campus safety and emergency information provided. Everyone should also become familiar with the WSU ALERT site (<http://alert.wsu.edu>) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies. It should be bookmarked on computers. Finally, all students should go to the myWSU portal at <http://my.wsu.edu> and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information.

WSU is fully committed to keeping the community informed of public safety issues and emergency procedures as well as providing protection, education and other services that enhance safety and well-being. Students are urged to stay informed of the services and information available on campus and to remain vigilant and aware of surroundings at all times to ensure a safe working and learning environment. For more information on campus safety you can also visit the Office of Emergency Management site at <http://oem.wsu.edu>.