Course Title: CURRICULUM AND INSTRUCTION: THEORY AND PRACTICE

Course Number: EDUC 6702

Day/Time: 

Location: 

Instructor: 

E-mail: 

Course Description: Students will study and analyze the historic and philosophic roots of contemporary curriculum theory and development. Emphasis will be placed on curricula derived from the perspective of essentialists, perennialists, experimentalists, reconstructivists, and existentialists. Students will be asked to reflect on their own beliefs relative to these fundamental philosophic positions and to develop their own philosophy that will serve to as the foundation of curriculum development for effective education.

New Jersey Standards
All work in this course relates to ISLLC Standards 1, 2 and 5, which have been adopted by New Jersey as their professional standards for school leaders. The specific standards and components that relate to this course are listed after the section in this syllabus “Course Evaluation.” A complete list of all New Jersey Professional Standards for Teachers and School Leaders is available at http://www.state.nj.us/njded/profdev/profstand/

The New Jersey Core Content Curriculum Standards, which are integral to curriculum developed for schools in New Jersey, are available at http://www.state.nj.us/njded/cccs/

The School of Education at FDU is an active partner with New Jersey in aligning professional practice with the NJ Professional Standards for Teachers and School Leaders through its leadership courses. The NJ CORE CURRICULUM CONTENT Standards are an integral part of the process of educational leadership and are utilized as an important element in the development of school leaders.

Course Goals/Outcomes

Upon completion of this course
- Students will have developed a depth of understanding and knowledge of the historical roots and philosophic basis for contemporary curriculum theory and instructional practices.
- Students will have an understanding of John Dewey’s ideas and his influence on curriculum and instruction.
- Students will have developed “expertise” on the views and thinking of at least one contemporary author and his/her influence on current curriculum development and practice.
Students will understand assessment and the impact of the standards movement, especially NJCCCS, on curriculum development.

Students will have developed their written educational philosophy.

Course Essential Questions:
- How does an educational leader’s philosophy influence his/her vision of teaching and learning, curriculum, instruction, assessment and professional development?
- What educational purposes should schools seek to attain? What is the relationship between educational purposes and curriculum?
- What is a democratic education? And what is an education for a democracy?
- How do we know when students know what we want them to know (New Jersey NJCCCS)? What evidence should be used and why should it be used? What role should accountability play in influencing curriculum and instruction?
- How is it possible to organize curriculum that reflects content standards (NJCCCS) without falling into the traps of “coverage,” “bloated curriculum” and “teaching to tests?”

Text and Readings: (All students will need these two books)


Course Requirements:
To successfully complete this course, students will have to have access to a computer where he/she can use the Internet and where he/she can receive and send e-mails with attachments. Students are expected to have a degree of facility with computer technology so that it can be used as a tool to enhance learning experiences.

1. Curriculum design project
2. Project-author presentation
3. Essay paper—one major formal paper to follow APA style
4. Develop a written educational philosophy
5. Class participation and “mini” one-page response papers based on a focus question

Assignments:

1. Curriculum-design project: Due Session # 7

Each student will complete a curriculum design for a unit of study in a curricular area outside of their field of expertise. The design requires the student to examine some unit of curriculum study in their school and then redesign it with the following components:

| BIG IDEA | What are the enduring ideas/understandings that we want students to know? They are often implied in the standards and indicators and represent key ideas and concepts that help to make meaning of facts and information. According to Grant Wiggins in Understanding by Design the BIG IDEA requires ‘uncoverage’ since it is abstract or often misunderstood. |
| Essential Questions | Questions that frame the concepts and ideas to be investigated and understood. They are probing and often lead to additional inquiry. Answers are not obvious and require deep thinking. They do not lead |
to “one right answer.” Essential questions are the essence of what you want students to examine and engage in through the course/unit of study.

### Performance Task
A task that allows students to “show” what they have learned and accomplished. It should be a real-life task or problem; it should be messy, require time to complete and because it draws on a range of skills and knowledge is multi-disciplinary in nature.

### Benchmarks/criteria
These are indicators along the way that ensure students have the pre-requisite knowledge and skills for successfully engaging in and completing the performance task.

### NJCCCS addressed
Even if the unit of study was in math, look at the NJCCCS and assess and indicate all standards addressed in this unit, with particular emphasis on those standards addressed by successfully completing the designed performance assessment.

### Professional Development and teacher support required to ensure successful implementation
This is the opportunity to assume the role of educational leader, and look at the skills and knowledge your teachers will need to successfully carry out this type of curriculum design. Specifically note what professional development and support will be needed for implementation to be successful.

2. **Project-author presentation**. Due date to be assigned to session #9, #10, #11

Each student will read a selected work of a particular author. The student will make a presentation to the class on the work. The actual presentation is to be no more than 15 minutes and an additional 10-15 minutes are to be reserved for questions and discussion. Total time then equals 25-30 minutes. The presentation should include analysis that has considered these questions:
- What philosophic perspective seems to have shaped the author’s view of schooling? How do you know that?
- If this author were the educational leader of your school, what do believe the mission/vision of the school would be? What would teaching in the school look like? What would the curriculum be? How do you know these things?
- What ideas are new and what is old? Where did you see these ideas before?
- Why are the ideas of this author important?
- Discuss your view of the author’s thinking.

3. **Essay: Formal paper** Due Session # 13

Many people believe that a primary purpose of public education of the masses is to support and promote democracy. Each student is to use the work of John Dewey and his/her project-author to reflect on the questions “What is a democratic education?” and “What is an education for a democracy?” Discuss what you believe to be an effective education for democracy using these two authors.

The paper must be word-processed, not exceeding eight pages double-spaced using 10-12 font characters. The paper must be submitted on time to receive full credit. The author must follow APA format as well as refer to the writing rubric that will be used for evaluation of the work.

4. **Philosophy of Education**: Due Session # 14

This will represent a culminating set of beliefs relative to the purpose of education, instructional methods, curriculum content and organization, students as learners, teachers’ role, and school’s role. When your audience reads this it should paint your vision of effective education and it should be cogent, concise, consistent and clear.
5. **Class Participation/Mini Papers**: Mini papers due sessions #4, #8 & #10

The success of the class and learning often are dependent on students interacting with one another, sharing ideas with the class, and raising issues and questions for consideration; therefore, students need to stay current with all assigned readings, be in attendance (and on time), actively engage in discussions, readings, and activities during the class. In addition, three mini questions will need to be thoughtfully answered brought to class to use for class discussion. These mini papers should be word processed and represent your understanding of the ideas to be considered. The professor may collect the papers for review.

**PORTFOLIO REQUIREMENTS:**
- A copy of the student’s Philosophy of Education developed in this course must be placed in his/her portfolio
- A copy of the curriculum-design project
- Copy of the essay that reflects the student’s idea of the connection between democracy and education

**Selected author/reading for Author-Project Presentation**


Adler, Mortimer J. *Paideia Program*


Gardner, Howard. *The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education That Every Child Deserves.*


Noddings, Nel. *The Challenge to Care in Schools: An Alternative Approach to Education*


**Other Suggested Readings (Not to be selected for presentation)**


Adler, Mortimer J. *Six Great Ideas*


Course Evaluation

Curriculum Design.........................................25%

Presentation of project-author..........................15%

Formal Essay.................................................25%

Educational Philosophy.....................................25%

Class Participation/”Mini” Questions..................10%

Grading Scale
A 4.0
A- 3.67
B+ 3.33
B 3.0
B- 2.67
C+ 2.33
C 2.0
C- 1.67
D 1.0
F 0

The minimum passing grade for the graduate programs is a C.

University/School of Education Policies

Grades:

- Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

Attendance

- Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Therefore, class participation will be used in determining the final grade.
The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

a. Attendance is required in all our classes
b. 3 absences, grade drops by a half a grade
c. 4 absences, grade drops by one full grade
d. 5 absences, the student fails or withdraws from the class

FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:
1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. Plagiarism—Representing the ideas or language of others as one’s own.
3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. No Credit (0) or Failure for the academic exercise.
2. Reduced grade for the course.
3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:

1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the University. (from Student Handbook http://inside.fdu.edu Fall 2005)
Students will study and analyze the historic and philosophic roots of contemporary curriculum theory and development. Emphasis will be placed on curricula derived from the perspective of essentialists, perennialists, experimentalists, reconstructivists, and existentialists. Students will be asked to reflect on their own beliefs relative to these fundamental philosophic positions and to develop their own philosophy that will serve to guide them in developing curriculum for effective education.

Coursework specifically address Standards 1, 2 and 5.

**Standard I**

*A School Administrator is an educational leader who promotes the success of all students by facilitating the developmental, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

**Knowledge:**

The administrator has knowledge and understanding of:

- Learning goals in a pluralistic society
- Information sources, data collection and data analysis strategies

**Dispositions:**

The administrator believes in, values, and is committed to:

- The educability of all
- A school vision of high standards of learning
- Continuous school improvement
- The inclusion of all members of the school community
- Ensuring that students have knowledge, skills and values to become successful adults
- A willingness to continuously examine one’s own assumptions, beliefs and practices
- Doing the work required for high level personal and organizational performance

**Standard II**

*A School Administrator is an educational leader who promotes the success of all students by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**Knowledge:**

The administrator has knowledge and understanding of:

- Student growth and development
- Applied learning theories
- Applied motivational theories
- Curriculum design, implementation, evaluation and refinement
- Diversity and its meaning for educational programs
- The role of technology in promoting student learning and professional growth

**Dispositions:**

The administrator believes in, values, and is committed to:

- Student learning as the fundamental purpose of education
- The proposition that all students can learn
- The variety of ways in which students learn
- Life long learning for self and others
- Preparing students to be contributing members of society
Standard V:
A school administrator is an educational leader who promotes the success of all by acting with integrity, fairness, and in an ethical manner.

Knowledge:
The administrator has knowledge and understanding of:

- The purpose of education and the role of leadership in modern society
- The philosophy and history of education

Dispositions:
The administrator believes in, values, and is committed to:

- The right of every student to a free, quality education
- Subordinating one’s interests to the good of the school community
- Bringing ethical principles to the decision making process
- Development of a caring school community
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<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Assignments</th>
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| Session #1 | Introduction: Review syllabus and requirements  
What Is Curriculum?  
Think-Paired-Share  
What are external forces that effect curriculum? What are internal forces that effect curriculum? | - Ornstein, read Chapter 2  
- Develop two questions as a result of readings and bring them to class  
- Choose 3 possible authors for selected reading project |
| Session #2 | Reaction to Ornstein -- Share and discuss student questions from reading Ornstein  
Historical Perspective of Education  
Interactive lecture  
Students receive project author assignments | - Read Ornstein Chapter 3  
- Bring in school/district statement of philosophy, vision, mission  
- Be ready to discuss the connection between school mission/philosophy and actual school practices  
- Be ready to analyze school practices in reference to traditional and progressive conceptions of curriculum based on reading |
| Session #3 | Analysis of own school’s philosophy, vision, mission relative to actual practice in school and the various philosophies see Table 9.1 p. 305—pair and share  
Historical conceptions of curriculum | - Read Ornstein Chapter 5  
- Nelson, George. “Choosing Content That’s Worth Knowing”  
  http://www.ascd.org/readingroom/edled/0110/nelson.html  
- Write a response to the question, “What does coverage of curriculum have to do with student learning?” and bring to class  
- Read the introduction to NJCCCS  
  http://www.state.nj.us/njded/cccs/ |
| Session #4 | Discussion based on response to question written for class; further discussion: How might curriculum be organized so it goes beyond coverage?  
Question for discussion: What is the connection between school and society? Should schools mirror society or does society mirror the education provided in the schools?  
Analyze NJCCCS for recommended organization of content—what are the possibilities? | Workshop: Teaching to Academic Standards--read through the section "explanation"  
http://www.thirteen.org/edonline/concept2class/standards/index.html  
- Be ready to discuss: How can you effectively measure students' learning relative to standards?  
- Read Wiggins Chapters 1, 2 & 3 |
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<tr>
<th>Session #5</th>
<th>How do we know when students know what we want them to know?</th>
<th>Standards, Assessment and curriculum design—interactive lecture on curriculum design for understanding (Wiggins and Heidi Hayes Jacobs work good resources; ideas for designing essential questions, benchmarks, performance assessments, links to standards) Discuss the curriculum design project due session #7</th>
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<td>Session #6</td>
<td>How do students Learn? Discussion: What are the links between and among Childress, D’Arcangelo and the theory in chapter 4 of Ornstein? Students brainstorm and develop 10 Principles of Learning (small groups and share) Discussion based on readings Why is understanding how students learn important? What implications are there for your curriculum design project?</td>
<td>Read Wiggins Chapter 5</td>
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<td>Session #7</td>
<td>Power point Presentation on Dewey Discussion on Dewey based on questions this reading raised in your mind Discussion on dualisms Think-pair share Discussion educative experiences Think-pair share Dewey and school culture—the hidden curriculum—reference Tanner 183-186 collateral curriculum</td>
<td>Read Dewey, Experience and Education, chapters 1, 2, 3, &amp; 4 What questions did the readings raise for you? Read Dewey, Experience and Education, chapters 5, 6, 7, 8 Mini paper #2 to be completed for session 8 “Dewey says the most important freedom is that of intellectual freedom; what does Dewey mean? Is an education that fosters intellectual freedom one that would significantly challenge students intellectually? Why or why not?” <strong>Curriculum Design due</strong> To be submitted electronically</td>
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<td>Session #8</td>
<td>Class discussion based on student responses to mini paper question. Question to consider: How does Rick Gordon’s ideas link with Dewey’s ideas of education? Sharing some curriculum designs</td>
<td>Read Ornstein chapter 6 Read “A Nation at Risk”</td>
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<td>Session #9</td>
<td>Student project author presentations What influence has “A Nation at Risk” had on curriculum in schools today? Have we seen the ideas in Nation at Risk before? What is the point of view of the author relative to educational philosophic</td>
<td>Wasserman, “Quantum Theory, the Uncertainty Principle, and the Alchemy of Standardized Testing” <a href="http://www.pdkintl.org/kappan/k0309was.htm">http://www.pdkintl.org/kappan/k0309was.htm</a> Read Ornstein pp. 350-362</td>
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<td>Session #10</td>
<td>Student project author presentations</td>
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<td>Discussion of mini question response relative to Wasserman and accountability reform measures in Nation at Risk</td>
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- Mini paper response question #3 to be brought to class session 10: “What evidence, if any, suggests that the curriculum in your school is test-driven? What do you see as the consequences of a test-driven curriculum?”

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<th>Session #11</th>
<th>Student project-author presentations</th>
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<td>Constructivism—A new idea?</td>
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<td>Democracy and Education—what is the connection?</td>
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<th>Session #12</th>
<th>Is tracking democratic?</th>
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<td>Group simulation &amp; debrief</td>
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- “Is Ability Grouping the Way to Go—Or Should It Go Away?” [http://www.education-world.com/a_admin/admin009.shtml](http://www.education-world.com/a_admin/admin009.shtml)

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<th>Session #13</th>
<th>Reinventing school culture</th>
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- Read Ornstein 377-400
- **Formal paper due**—using Dewey and project author in discussing a “democratic education” To be submitted electronically

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<th>Session #14</th>
<th>Discussion on reading and contemporary curriculum issues</th>
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<td>Can an education be excellent and equitable?</td>
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<td>Sharing of ideas in paper—what is a democratic education?</td>
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- **Educational Philosophies due** To be submitted electronically
- Reading to be assigned

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<th>Session #15</th>
<th>Course evaluation, final thoughts, comments on curriculum</th>
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<td>Educational Philosophies returned</td>
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*This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.*

*Updated August 2005*