EDCI 500: STUDIES IN CURRICULUM & INSTRUCTION, SECTION 1, FALL 2016

Vision:
Equity & Excellence in Education

Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Instructor: Corinne Martinez, Ph.D.	Office: ED 2 – 186
Office Phone: 562.985.1138	Email: corinne.martinez@csulb.edu
Office Hours: In my office on Tuesdays 4:00-5:00pm and virtual office hours on Wednesdays 4:00-5:0pm and by appointment	Prerequisites: Admission to the MA program in Curriculum & Instruction, Linked Learning cohort.
Course: EDCI 500	Term: Fall 2016
Class Days/Times: Tuesdays, 5:00-7:45 pm	Class Location: LA 2 – 203

COURSE DESCRIPTION

Prerequisite: Admission to the Curriculum and Instruction Master's Program, Linked Learning cohort or consent of instructor. This course must be taken during the first semester in the Master's Program. This course serves as an introduction to graduate study in curriculum and instruction. For the fall 2016 semester this course brings a Linked Learning lens to the already-established program in Curriculum & Instruction. The Linked Learning lens brings a new focus to advanced educator preparation by helping new and experienced teachers understand, appreciate, and apply these additional skills and proficiencies to school reform.

Candidates explore curriculum and instruction as a field of inquiry. Candidates will develop skills necessary to critically read and conduct educational research. Letter grade only (A-F).

COURSE STRUCTURE

This course is designed to provide a hybrid experience, including both face-to-face and online activities. Contact time will be divided in the following way:
About 50 % face-to-face
About 50 % online
On-line sessions will be a blend of self-paced and group activities using Beachboard and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling and web posting. Face-to-face sessions will be held on the CSULB campus in LA 2 – 203.

COURSE GOALS

EDCI 500 provides a solid foundation for engaging in graduate level study, including critically reading, critiquing, and analyzing texts; engaging in critical dialogue; developing academic writing and; library research skills. This course is part of a Master's program with a Linked Learning concentration designed to promote the study of the Linked Learning field, including critical components of this approach to high school transformation, and the growing body of Linked Learning research. The objective of this course is to provide teachers with a better understanding of several different ways in which curricula are currently developed and implemented and to

facilitate their ability to develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools. This includes the history, social forces, philosophy, and psychology behind many of the curriculum approaches and practices transforming schools today, specifically the Linked Learning approach.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate general understanding of the main terms, concepts, and questions in the field of curriculum theory and development
2. Demonstrate general understanding of major philosophical, historical, economic, and sociocultural influences on curriculum theory and development
3. Demonstrate how one's own curriculum theorizing is similar to and different from the thinking of leading theorists or influential theories
4. Critically analyze and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools
5. Identify appropriate and quality educational research literature including text, journal, and Internet sources
6. Effectively and efficiently analyze and synthesize the research literature

REQUIRED TEXTS

Schiro, M. S. (2013). Curriculum theory: Conflicting visions and enduring concerns. Los Angeles: Sage Publications.

American Psychological Association. (2010). *Publication Manual for the American Psychological Association* (6th Ed.). Washington D.C.: Author.

Other Readings

Flinders, D. J. and Thornton, S.J. (Eds). (2013). *The curriculum studies reader* (4th ed.). New York: Routledge.

Galvan, J. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pyrczak Publishing.

Lochmiller, C.R. & Lester, J.N. (2017) *An Introduction to Educational Research: Connecting Methods to Practice*. Thousand Oaks, CA: Sage. ISBN: 978-1-4833-1950-6

Additional readings will be posted and available via Beachboard.

Other Materials

Journal of Curriculum Studies

Journal of Critical Inquiry into Curriculum and Instruction

Educational Leadership

Armstrong, D. (2003). *Curriculum Today*. Columbus, OH: Merrill Prentice Hall.

Barrow, R. (1984). *Giving Teaching Back to Teachers: A Critical Introduction to Curriculum Theory*. London, Ontario: The Althouse Press.

Cahn, S. M. (Ed.). (2009). Philosophy of education: The essential texts. New York: Routledge.

Dewey, J. (1990). *The School and Society* and *The Child and the Curriculum*. Chicago: The University of Chicago Press.

Doll, Jr., W. (1993). *A Post-Modern Perspective on Curriculum*. New York: Teachers College Press.

Egan, K. (1987). *Teaching as Story Telling: An Alternative Approach to Teaching and Curriculum in the Elementary School*. London, Ontario: The Althouse Press.

Glatthorn, A., Boschee, F., & B. Whitehead (2006). *Curriculum Leadership*: *Development and Implementation*. Thousand Oaks, CA: Sage Publications.

Howell, K., and V. Nolet (2000). *Curriculum-Based Evaluation: Teaching and Decision Making*. (3rd ed). Belmont, CA: Wadsworth/Thomson Learning.

Jackson, P.W. (1992). *Handbook of research on curriculum*. New York: Macmillan.

Johnson, T. W. & Reed, R. F. (2012). *Philosophical documents in education*. Boston: Pearson.

Marsh, C., & G. Willis (2003). *Curriculum: Alternative Approaches, Ongoing Issues*. (3rd ed.). Columbus, OH: Merrill Prentice Hall.

McNeil, J. (2003). *Curriculum: The Teacher's Initiative*. (3rd ed.). Columbus, OH: Merrill Prentice Hall.

Milburn, M., Goodson, I. and R. Clark. (Eds.). (1989). *Re-Interpreting Curriculum Research: Images & Arguments*. London, Ontario: The Althouse Press.

Olivia, P. (1997*). Developing the Curriculum*. (4th ed.). New York: Longman.

Ornstein, O., Behar-Horenstein, L., and E. Pajak (2003). *Contemporary Issues in Curriculum*. (3rd ed.). Boston: Allyn and Bacon.

Palmer, P. (1998). *The Courage to Teach*. San Francisco, CA: Jossey-Bass. Inc.

Pinar. W. F. (2003). *International handbook of curriculum research*. New York: Lawrence Erlbaum.

Pinar, W. (2012). *What is curriculum theory?* New York: Routledge.

Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on BeachBoard - https://bbcsulb.desire2learn.com/ you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - https://bbcsulb.desire2learn.com/ with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - http://www.csulb.edu/'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with BeachBoard you can visit the BeachBoard Help site:
http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/d2l/tutorials/students/index.html

COURSE SCHEDULE

Week	Date	Topic	Readings	Activities and assignments
1	8/23/16 In-class Seminar	Introductions and Course Overview	What is Curriculum? What is the Linked Learning Approach to curriculum? The Nature and Language of Curriculum (incl., definitions, terminologies, theories and theorists)	Professional Development - How to succeed in Grad School - Making the best of a hybrid course - Navigating Beachboard
2	8/30/16 In-class seminar	A Brief History of Curriculum	1. Kliebard, H. (2004). *Curriculum Ferment in the 1890's*. In H. Kliebard, The struggle for the American curriculum: 1893-1958. (3rd. Ed). (pp. 1-25). New York: Routledge. Falmer. (Available	Professional Development - Leading an Expert Panel - Reading the research literature - Writing a reading

			via Beachboard) 2. Schiro, M. S. (2013). Introduction to the curriculum ideologies. In *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles: Sage Publications. 3. Mann, H. Selections from report No. 12 of the Massachusetts School Board, 1848. In Johnson & Reed (2012), *Philosophical documents in the education*. Boston: Pearson. (Available via Beachboard)	reflection (summary & analysis) • Sign up for expert panel
3	9/06/16 On-line session	Scholar Academic Ideology	1. Schiro, M. S. (2013). The scholar academic ideology. In *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles: Sage Publications. 2. Sniegoski, S. J (1990). *William Torrey Harris and the academic school*. ED 319 666. (Available via Beachboard) 3. *Report of the Committee of Ten*: Report of the Committee on secondary school studies appointed at the meeting of the National Education Association. Washington, DC, NEA 1894. (pp.1-21). (Available via Beachboard)	• On-line discussion #1: The purpose of Schooling
4	9/13/16 In-class seminar	Scholar Academic Curricula	1. Bruner, J. (1965). A course of study: occasional paper No. 3. National Science Foundation. (Available via Beachboard) 2. Baird, C. (2004). *Through These Eyes*. National Film Board of Canada. Follow the link to view the film: https://www.nfb.ca/film/through_these_eyes/	• Reading reflection due • Expert Panel # 1
5	9/20/16 On-line session	Social Efficiency/Social Behaviorist Ideology	1. Schiro, M. S. (2013). The Social Efficiency Ideology. In *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles: Sage Publications. 2. Tyler, R. (2013). *Basic principles of curriculum and instruction*. In Flinders, D.J. and Thornton, S. J. (Eds.), *The*	• On-line discussion #2: Social Efficiency & Standards

			Curriculum Studies Reader (pp. 59-68). New York: Routledge. (Available via Beachboard) 3. Bobbitt, F. (2013). *Scientific method in curriculum making*. In Flinders, D.J. and Thornton, S. J. (Eds.), (4th Ed.). *The Curriculum Studies Reader* (pp. 11-8). New York: Routledge. (Available via Beachboard)	
6	9/27/16 In –class seminar	Social Efficiency/Social Behaviorist Curricula	1. Ogawa, R.T., Haymore Sandholtz, J., Martinez-Flores, M. and Paredes Scribner, S. (2003). The Substantive and Symbolic Consequences of a District's Standards-Based Curriculum. *American Educational Research Journal, Vol*. *40* (1)147-176. (Available via Beachboard) 2. Skindrud, K. and Gersten, R. (2006). An Evaluation of Two Contrasting Approaches for Improving Reading Achievement in a Large Urban District. *The Elementary School Journal, 106 (*5) 389-408. (Available via Beachboard)	• Reading reflection due • Expert Panel # 2
7	10/04/16 On-line session	The Learner Centered Ideology	1. Schiro, M. S. (2013). Learner Centered Ideology. In *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles: Sage Publications. 2. The Curriculum of the Dewey school. In H. Kliebard, The struggle for the American curriculum: 1893-1958. (3rd. Ed). (2004). (pp. 51-75). New York: Routledge. (Available via Beachboard) 3. Pieratt, J. R. (2010). Advancing the Ideas of John Dewey: A Look at the High Tech Schools. *Education And Culture*, *26*(2), 52-64. (Available via Beachboard)	• On-line discussion #3: The ideas of Dewey
8	10/11/16 In-class seminar	Learner-Centered Curricula	1. Elementary Science Study Follow the link below and read through the following tabs: 1) Science curriculum improvement study; 2) science	• Reading reflection due • Expert Panel #3 Professional

			a process approach 3) Education development center http://us-education.net/766-elementary-science-study-ess.html	Development
			2. Seiler, G. (2013). Reconstructing Science Curricula through Student Voice and Choice. *Education and Urban Society*, *45*(3), 362-384. (Available via Beachboard)	• Academic Writing, APA
			3. Milner, H. R. (2005). A Study of a High School English Teacher's Responsive Curriculum. *Teacher Education and Practice*, *18*(1), 74-88. (Available via Beachboard)	
9	10/18/16 On-line session	The Social Reconstructionist Ideology	1. Schiro, M. S. (2013). Social Reconstruction Ideology. In *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles: Sage Publications.	• On-line discussion #4: Rethinking Social Reconstruction
			2. Mclaren, P. (2003). Critical Pedagogy: A look at the major concepts. In *Life in schools: An introduction to critical pedagogy in the foundations of education* (4th Ed.) (pp. 193-223). New York: Longman. (Available via Beachboard)	
10	10/25/16 In-class seminar	The Social Reconstructionist Curricula	1. Adams, F. (1972). *Highlander Folk School: Getting Information, Going Back and Teaching It*. Harvard Educational Review. (Available via Beachboard)	• Reading reflection due • Expert Panel #4 Professional Development
			2. Frankenstein, M. (2005). Reading the world with math: Goals for critical mathematical literacy curriculum. In Gustein, E. & Peterson, B. (Eds.), *Rethinking mathematics: teaching social justice by the numbers* (pp. 19-30). Milwaukee, WI: Rethinking Schools, Ltd. (Available via Beachboard)	• Workshop with CSULB education librarian Karin Griffin, on accessing databases for conducting educational research. Students are encouraged to plan to remain at the library following this presentation to search for articles
			3. Staples, M. (2005). Integral & equity: A math lesson prompts new awareness for prep school students and their teachers. In	

			Rethinking mathematics: teaching social justice by the numbers (pp. 103-110). Milwaukee, WI: Rethinking Schools, Ltd. (Available via Beachboard)	for the Literature review paper.
11	11/01/16 On-line session	Curriculum for the 21st Century	1. Symonds, W.C., Schwartz R., and Ferguson, R.F. (2011). *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century*. Cambridge, MA: Pathways to Prosperity Project, Harvard University Graduate School of Education. (Available via Beachboard) 2. Kemple, J.J. and C. Willner, C. (2008). *Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood* http://www.mdrc.org/publications/482/overview.html	• On line Discussion #5: Analyzing and summarizing research literature
12	11/08/16 In-class session	Exploring the Contemporary Field of Curriculum: The Linked Learning Approach	1. The Education Trust- West (2015). *Pathways to college and career readiness: Bringing the new California standards to life through linked learning*. The Education Trust-West: California. (Available via Beachboard) 2. Almond, M. R. and Miller, D. T. (2014). *Linked Learning: Using time creatively to prepare students for college and career*. Center for American Progress and the Alliance for Excellent Education. (Available via Beachboard)	Reading Reflection due Expert Panel #5 Professional Development • Writing a Literature Review
13	11/15/16 On-line session	Exploring the Contemporary Field of Curriculum: The Linked Learning Approach II	1. Self-selected readings from the Linked Learning field	• Online discussion #6 • Annotated Bibliography is due
	11/22/16	Thanksgiving Holiday	No assigned readings	• Students work on draft of Literature Review
14	11/29/16	Exploring the Contemporary	1. Self-selected readings from the Linked Learning field	• Draft of Literature Review due via

		Field of Curriculum: The Linked Learning Approach III			Dropbox • Peer Review session bring copy of draft of literature review
15	12/06/16 Individual appointments as needed	Exploring the Contemporary Field of Curriculum: The Linked Learning Approach IV	1. Self-selected readings from the Linked Learning field		
Finals Week	12/13/16	Final Exam Week No in-class meeting Final Paper is due			Literature Review due via dropbox

COURSE POLICIES AND REQUIREMENTS

CLASS PARTICIPATION

This course is intended to be highly participatory and interactive. Your participation is critical to our collective success. I believe successful participation on the part of students includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and submitted in hard copy at the beginning of class on the date due (unless otherwise indicated). When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (6th Edition) is required. Several online resources on this format are available. The university library has the full APA style guide in its reference collection.

Writing is a process. No one produces a final draft in one sitting. Therefore, I strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. As you review and revise your work, ask yourself these questions in order:
- o Does my paper contain all elements of the assignment? Is it clear, easy to understand?
- o Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)
- o How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

BEACHBOARD

If you have not already done so, please familiarize yourself with Beachboard. This syllabus, readings, and electronic versions of course documents, and other relevant material will be posted there. I will also post announcements on Beachboard and plan to use the Grade Book function. You should check Beachboard regularly (at least once per week) for announcements.

Beachboard Help Desk Contact Information

- Phone: (562) 985-4959
- Drop in: Academic Services Bldg. Room 120 (AS 120)
- Email: helpdesk@csulb.edu
- Hours of operation:
    Fall/Spring: Monday - Thursday 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 5:00 p.m.

Please make sure that your BeachBoard account has the most up-to-date email address available for you – the one that you check and use without fail. I intend to use these addresses as one of my main ways to communicate with you outside of class. Please check your email regularly and to keep your email address current.

Grading Policy

Points you receive for graded activities will be posted to the Beachboard Grade Center. Click on the My Grades link on the left navigation to view your points. Total points earned for class activities and assignments will be calculated and divided by the total points possible, with the course grade based on the following scale:

Evaluation Method

Assignment	Points
Reading Reflection (5 Entries x 3)	15
Expert Panel	14
On-line Discussions (points for each on-line discussion will vary)	70
Annotated Bibliography	10
Draft of Literature Review	10
Literature Review	20
Attendance & Participation	11
Total Points Possible	150

Course Grading Scale

Range	Letter Grade
150 – 132 points	A
131 – 114 points	B
113 – 96 points	C
95-76 points	D
Below 75	F

Communication Policy

Communication between us is paramount to a successful learning experience. Typically, this communication occurs in the classroom during class hours. However, given the nature of the course, you may contact me outside of class hours. Email is the preferred method of communication outside of the classroom. However, you may contact me via phone during my office hours (562) 985-1138.

Late work/Make-up policy

Late assignments may be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you.

Plagiarism/Academic Integrity Policy

Written work must be original. The University Catalog defines plagiarism as: "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." If you have any doubt about what constitutes plagiarism, please speak with me.

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the to get familiar with the policy: CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html.

Attendance Policy

Attendance policy of the university approved by the President on Dec. 14, 2000 states that, students with more than two EXCUSED ABSENCES will be advised not to take the course for the semester. One excused absence is allowed without penalty. See current CSULB Class Schedule Attendance Policy for definitions of *excused* absences. Subsequent absences will be deducted 5 points each. Do notify the instructor prior to class either by phone or by e-mail. Make up work for an **excused** absence must be cleared with the instructor and turned in the following class meeting after its initial due date, unless otherwise pre-approved by the instructor. Please refer to and get familiar with the policy:
CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their online form - http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Inform me of Any Accommodations Needed

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their website - http://www.csulb.edu/divisions/students/dss/ or contact them via email at dss@csulb.edu or by phone at (562) 985-4635.