

EDLP 725
Principles of Curriculum Construction
University of South Carolina
Department of Educational Leadership & Policies

Professor: Susan L. Schramm-Pate, Ph.D.
Term: 2003 Spring
Time/Location: Museum of Education, Wardlaw Mondays 4:30-7:15
Office: Room 317 Wardlaw College of Education
Office Hours: By appointment
Office Phone: 803.777.3087
Email: sschramm@gwm.sc.edu

Required Course Readings:

- Oliva, P. (2001). *Developing the Curriculum* (5th Edition). New York: Longman
- Ornstein, A., Behar-Horenstein, L., and Pajak, E. (2003). *Contemporary Issues in Curriculum*. Boston: Allyn and Bacon
- Schramm, S. L. (2002). *Transforming the Curriculum: Thinking Outside the Box*. Lanham, MD: The Scarecrow Press, Inc.

Optional but recommended:

- Publication Manual of the American Psychological Association (2001). Washington, DC: American Psychological Association, 5th edition
-

I. COURSE GOALS AND OBJECTIVES

The purpose of this course is to enable the learner to explore some the methods and procedures to design, develop, implement, and evaluate curricula.

Upon completion of EDLP 725 the learners should be able to:

- Know various historical curricular theories and theorists which have impacted curriculum development, implementation, and evaluation in the United States;
- Use APA style manual for citations and references in scholarly writing;
- Analyze methods and procedures to design, implement, and evaluate curricula;
- Develop a platform of beliefs about teaching, inclusion, and curriculum development;
- Demonstrate skills and knowledge necessary for developing an integrated curricular unit; and
- Understand frameworks for enhancing awareness of and action in curricular leadership roles (i.e., decision-maker, curriculum-creator, inquirer, community member/builder, and democratic citizen and leader).

II. COURSE REQUIREMENTS & EVALUATION

Grades on papers, presentations, and discussions will depend on several factors:

- **Discussion and Participation:**

In this course learners are responsible for reacting to and forming ideas based upon course concepts, readings, and discussions. Come to class having done the reading. Participate and contribute to any group projects. Turn in all assignments. Engage and promote class discussions every class period.
- **Attention to APA Manual Guidelines**
 - **Sensitivity to Labels**

Respect people's preferences; call people what they prefer to be called. For example, instead of describing participants as Asian Americans or Hispanic Americans, it may be helpful to describe them by their nation or region of origin (e.g., Chinese Americans, Mexican Americans, Cuban Americans). **Racial and ethnic groups** are designated by proper nouns and are capitalized (e.g., Black, White, Asian). If you are discussing sexual orientation, the terms, *gay men* and *lesbians* are preferred. Also, *sexual orientation* is the preferred term. **Disability:** Use disability to refer to an attribute of a person and handicap to refer to the source of limitations (e.g., steps and curbs handicap people who require the use of a ramp). As a general rule, "person with _____," "person living with _____," and "person who has _____" are neutral and preferred forms of description. **Age:** Avoid open ended definitions such as "over 65" (instead say "ages 65-85"). Avoid the term, *elderly* (*older person* is preferred). *Boy* and *girl* are correct terms referring to people of high school age and younger; *young man* and *young woman* and *male adolescent* and *female adolescent* are appropriate; for persons 18 and older (of college age and older), use *men* and *women*.
 - **Sensitivity to Gender Bias**

Gender is cultural and is the term to use when referring to men and women as social groups. Sex is biological; use it when the biological distinction is predominant. Also, using *man* to refer to human beings is not as accurate as the phrase *men and women*.
 - **Coherent and Readable Text**

Write in clear and vigorous prose. Make each sentence maximally informative, especially the lead sentences. Use active rather than the passive voice (e.g., passive =The survey was designed by Simpson (2000); and active = Simpson (2000) designed the survey.). Use the third person rather than the first person. Avoid colloquial expressions (e.g., *write up* for *report*), jargon (e.g., *monetarily felt scarcity* for *poverty*), wordiness (i.e., say only what needs to be said), and redundancy (e.g., They were both alike)
- **Substance:**

Classroom and written work are expected to reflect substance in thought appropriate for graduate students

- **Promptness:**
Written work (typed) is expected to be submitted at the beginning of the class period of the assigned day; five (5) points will be deducted for each day an assignment is late. Except with prior approval or under exceptional circumstances, late papers will not be accepted. Papers more than two weeks late will not be accepted.
- **Neatness:**
Written work should be typed, free of errors, and should follow the Publication Manual of the American Psychological Association (2001 5th Edition).
- **Preparation:**
Substantive class participation is expected during each class meeting. The student is responsible for obtaining information and materials missed because of her or his absence.
- **Attendance:**
Attendance is required at every class meeting. Learners are expected to attend each class meeting and to be prepared for each day's activities, and especially to discuss readings due on due dates.
- **Performance:**
Student work will be evaluated on the criteria stated in this syllabus and with reference to the performance of other students in the course.
- **Grading Scale:**

A	94-above	Exceptional
B+	90-93	Very Good
B	85-89	Good
C+	83-84	Satisfactory
C	75-82	Marginally acceptable

III. COURSE ASSIGNMENTS

A. Educational Philosophy Comparison Paper	20%
B. Integrated Curriculum Group Project	40%
C. Platform Statement	20%
D. Discussion/Participation/Attendance in Integrated Curriculum Groups	20%

ASSIGNMENT DESCRIPTIONS:

All papers, unless otherwise noted, should be typed, double spaced, 12 point font with 1” margins, with citations and reference pages in accordance with the Publication Manual of the American Psychological Association (2001, 5th Edition).

A. Educational Philosophy Comparison Paper (20%)

Due: February 17

Search the literature and prepare a 4-5 page (double spaced, 12 point *Times New Roman* font) report that describes, compares, and contrasts the research or beliefs of two of the following people from a different educational philosophy, citing quotations from one or more of those person's works using APA style citations.

Reconstructionists

Michael Apple
George Counts
Patrick Slattery
Peter McLaren
Henry Giroux
Paulo Friere
Elizabeth Ellsworth

Progressives

John Dewey
Friedrich Froebel
Jeanie Oaks
Maxine Greene
Johann Pestalozzi
Jean J. Rousseau
William H. Kilpatrick

Perennialists

Mortimer Adler
Robert M. Hutchins
E.D. Hirsch
Allan Bloom
William Bennett
Joseph Schwab

Multiculturalists

Carl Grant
Cameron McCarthy
James Banks
Christine Sleeter
James T. Sears
Henry Louis Gates
Cornel West

Essentialists

William Bagley
Diane Ravitch
John Keats
Mortimer Smith
James B. Conant
Jerome Bruner

B. Integrated Curriculum Group Project and Presentation (40%)

Due April 7 or April 14

Students will be assigned to groups of not more than three (3) and will develop an integrated curricular unit of study for a particular age group. Include references using APA style citations.

A final portfolio (3 ring notebooks are fine) will include the following items:

- **Mission statement** (2-4 sentences stating why your school exists)
- **Rationale** for an integrated unit of study (3-4 pages in narrative form with APA style citations)
- **Objectives** (goals and aims of the curriculum)
- **Organization plan** that includes the following elements: 1) 2-3 brainstormed concept maps for the unit; 2) an *original* framework diagram for the unit, and 3) a block schedule for the unit
- One (1) **over-arching plan** for the unit (either a 5 week or 10 week long unit)
- **Three (3) sample integrated lesson plans** (each lesson plan assumes a combined classroom with at least two teachers and includes goals, objectives, concepts, visuals, supplies, team-teaching procedures, time allotments and alternative assessment strategies)

- **Glossary** (defining any terms that are unfamiliar to your audience of peers and students)
- **Evaluation plan** (How will you assess the students? This plan may be in narrative form or in chart or rubric form and should include provisions for students with special needs)
- **Annotated Bibliography**
- **Reference Page** (APA style)
- **Final Group Presentation** (involve the class in a *discussion* of the components of the integrated curricular unit and some key theorists and theories that relate to its development)

C. Platform Statement—(20%)

Due: March 24

One (1) paper—3-4 pages. The learner will evaluate her or his performance on the acquisition of the knowledge and skills associated with the course. The platform statement should: 1) detail your beliefs about teaching and your own teaching style; 2) detail your beliefs about curriculum and your own curriculum development style; 3) include a discussion of at least one influential curricular theorist and how her/his scholarship has impacted your own.

D. Discussion/Attendance/Participation—(20%)

Due Each Class

Students are expected to participate regularly in class by reacting to and forming ideas based upon course concepts, readings, and discussions and to participate and contribute to the group project and presentation.

COURSE SCHEDULE FOR SPRING 2003

Part One: Philosophies of Education

Mon. Jan 13 Readings Due:	Course Overview Obtain book and course reader
Mon. Jan 20	Martin Luther King Jr. Day—NO CLASS
Mon. Jan 27 Readings Due:	Educational Philosophies: Progressivism, Essentialism, & Perennialism Oliva Chapter One, “Curriculum and Instruction Defined” Oliva Chapter Two, “Principles of Curriculum Development” Oliva Chapter Six, “Philosophies and Aims of Education” Ornstein et. al., Chapter One, “Philosophy as a Basis for Curriculum Decisions” (Allan Ornstein)
Mon. Feb 3 Readings Due:	Educational Philosophies: Social Reconstructionism and Multiculturalism Oliva Chapter Fourteen, “Problems in Curriculum Development” Ornstein et. al., Chapter Four, “Pedagogy of Possibility” (Peter McLaren) Ornstein et. al., Chapter Thirty-Six, “Dichotomizing Educational Reform” (Carl Glickman) Ornstein et. al., Chapter Nine, “Critical Issues in Teaching” (Allan Ornstein)
Mon. Feb 10 Readings Due:	Educational Philosophies: Social Reconstructionism and Multiculturalism Oliva Chapter Fourteen, “Problems in Curriculum Development” Ornstein et. al., Chapter Four, “Pedagogy of Possibility” (Peter McLaren) Ornstein et. al., Chapter Thirty-Six, “Dichotomizing Educational Reform” (Carl Glickman) Ornstein et. al., Chapter Nine, “Critical Issues in Teaching” (Allan Ornstein)

Part Two: Curriculum Design, Implementation & Evaluation

Mon. Feb17 Readings Due:	Creative Curriculum Design Schramm Chapters One-Five, Transforming the Curriculum” Ornstein et. al., Chapter Five, “Art and Imagination” (Maxine Greene) Ornstein Chapter Fifteen, “Creating Creative Minds” Oliva Chapter Nine, “Organizing and Implementing the Curriculum”
Assignments Due:	Educational Philosophy Comparison Paper DUE
Mon. Feb 24 Readings Due:	Developing Aims of Curriculum Oliva Chapter Eight, “Curriculum Goals & Objectives” Oliva Chapter Ten, “Instructional Goals and Objectives” Ornstein et. al., Chapter Two, “Goals and Objectives (Ronald S. Brandt and Ralph Tyler)
Mon. March 3 Readings Due:	Assessment Strategies & Standards Oliva Chapter Seven, “Needs Assessment” Ornstein Chapter Twenty-Three, “Realizing the Promise of Standards-Based Education” (Michael Schmoker and Robert Marzano)
Mon. March 10	SPRING BREAK NO CLASSES
Mon. March 17 Readings Due:	Assessment Strategies & Standards Oliva Chapter Seven, “Needs Assessment” Ornstein Chapter Twenty-Three, “Realizing the Promise of Standards-Based Education” (Michael Schmoker and Robert Marzano)
Mon. March 24 Readings Due:	Evaluation Plans Oliva Chapter Twelve, “Evaluating Instruction” Oliva Chapter Thirteen, “Evaluating the Curriculum”
Assignments Due	Platform Statement DUE
Mon. March 31 Readings Due:	Including Students with Special Needs Oliva Chapter Nine, “Organizing and Implementing the Curriculum” Ornstein Chapter Seven, “Teaching Themes of Care”(Nel Noddings) Ornstein Chapter Thirty-Five, “The Costs of Sustaining Educational Change Through Comprehensive School Reform” (Allan Odden)

Mon. April 7
Readings Due:

“Integrated Curriculum Group Presentations”
None

Mon. April 14
Readings Due:

“Integrated Curriculum Group Presentations”
None

Mon. April 21

EASTER HOLIDAY—NO CLASSES

Mon. April 28

Final Exam