Course Description

Explores curriculum theory and practice. The course addresses current orientations and applications of curriculum and its community of scholars and practitioners. Further, we will explore the following:

- Major orientations to curriculum theory, design and evaluation
- A study and critique of the field of curriculum studies
- Experience in Education, Care Theory, Ecological Theory, Multicultural Theory, Core Knowledge and Cognitive Pluralism

Course Pre-requisites

None

Course Goals

- Students will explore, analyze, evaluate and apply various curriculum theories (AESA 1, 2)
- Students will independently select and study in depth a major theorist (AESA 1)
- Students will orient their own research interests in the field of curriculum studies (AESA 1)

Professional Standards Addressed in this Course

**The American Educational Studies Association (AESA) Standards:**

**Standard I:** Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6, I.7)
Standard II: Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The **interpretive perspective** assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The **normative perspective** assists students in examining and explaining education in light of value orientations. The **critical perspective** assists students in examining and explaining education in light of its origins, major influences, and consequences.

### Course Content and Reading Schedule

The schedule of readings is subject to change based upon student learning and interest.

<table>
<thead>
<tr>
<th>Week</th>
<th>Textbook Chapter</th>
<th>BBC Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 8.24</td>
<td>CSR Part I</td>
<td></td>
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</tbody>
</table>
| Two 8.31 | Dewey, *Experience and Education*  
Tyler, *Basic Principles of Curriculum and Instruction* (review) | |
| Three 9.7 | CSR Part II | BBC 9.8 at 6:00-7:30 PM (all times are Mountain) |
| Four 9.14 | Jackson, *Life in Classrooms* | |
| Five 9.21 | CSR Part III | |
| Six 9.28 | Noddings, *The Challenge to Care in Schools* | |
| Seven 10.5 | Noddings, *The Challenge to Care in Schools* (continued) | |
| Eight 10.12 | CSR Part IV, Ch. 19-24 | BBC 10.13 at 6:00-7:30 PM |
| Nine 10.19 | Eisner, *Cognition and Curriculum Reconsidered* | |
| Ten 10.26 | Eisner, *Cognition and Curriculum Reconsidered*, Continued | |
| Eleven 11.2 | CSR, Part IV, Ch. 25-32 | |
| Twelve 11.9 | Orr, *Ecological Literacy* | |
| Thirteen 11.16 | Orr, *Ecological Literacy*, Continued | BBC 11.17 at 6:00-7:30 PM  
Curriculum Orientation DUE |
| Fourteen 11.23 | Banks, *Educating Citizens in a Multicultural Society* | Thanksgiving |
| Fifteen 11.30 | Banks, *Educating Citizens in a Multicultural Society*, Continued | BBC 12.1 at 6:00-7:30 PM  
Project Presentations |
| Sixteen 12.7 | Final Project Due Monday, December 7 at NOON | |
Course Requirements:
- Reliable and consistent internet access
- Access to a Webcam with audio
- Critically and thoughtfully read all assigned articles and texts for the course.
- Participate in asynchronous and live discussions with the intent of learning from peers and critically examining the texts.
- Maintain timely participation and meet all deadlines
- Readings from the required texts and those posted on Blackboard.
- Weekly Activities
- Blackboard Collaborate Sessions—these are REQUIRED sessions.

Bases for Course Grade

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Approximate percentage of grade</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Weekly Activities and Collaborate Sessions</td>
<td>25%</td>
<td>Weekly: see Blackboard</td>
</tr>
<tr>
<td>Doctoral level paper examining a curriculum theorist and his/her contributions to the field of curriculum studies</td>
<td>50%</td>
<td>December 7, Noon</td>
</tr>
<tr>
<td>Curriculum Orientation to Dissertation Topic</td>
<td>25%</td>
<td>November 20</td>
</tr>
</tbody>
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Method of Evaluation

The following grading scale will be used to assign a final course grade:

- 94 – 100% = A
- 93 - 90% = A-
- 89 - 87% = B+
- 86 – 84% = B
- 83 – 80% = B-
- 79 - 77% = C+
- 76 – 74% = C
- 73 – 70% = C-
- 69 – 67% = D+
- 66 – 64% = D
- 63 – 60% = D-
- 59 – 0% = F

Required Texts

ISBN-10: 0807730343


**Course Policies**

- All work is due on the date specified. Late work will not be accepted unless agreed upon in advance by the professor.
- All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to speak/participate; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.
- Regular online presence is required for your success in the course. Plan to log in to the course site several times per week.

**University Policies**

**Disability Support Services**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Sexual Misconduct/Title IX Statement**

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.
If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/

**Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit: http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf