



University of Alberta
Department of Secondary Education

**EDSE 503 Lec B1 – Curriculum Foundations
Summer Term 2007**

July 9 to July 26
Mon. to Thurs. 9:30 a.m. to 12:00 p.m.
Room 933 Education South

Instructor: Dr. Diane Conrad
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Office Hours – Thursdays 12:00-2:00 p.m. or by appointment

Course Prerequisite: There are no prerequisites for this course. This course (or equivalent) is required for all graduate students in the Department of Secondary Education.

EDSE 503 is prerequisite for EDSE 504, which considers more contemporary issues in curriculum inquiry.

Course Description & Objectives

EDSE 503 considers the historical and ideological foundations of the field of curriculum studies as well as laying foundations for students' continued graduate studies in curriculum. As experienced educators, students' personal knowledge and insight will help guide and direct the inquiries undertaken. The readings and activities in the course are intended to open new ways for students to make sense of their experiences.

Questions in curriculum are tied to history, culture, politics, social developments and personal experiences. Examining historical and contemporary perspectives, the course will raise enduring curricular questions such as "What knowledge is of most worth?" "What should schools teach?" "What does it mean to know something?" "What is the relation between knowing and being?" "Are there multiple ways of knowing?" The course will examine: curriculum as a tradition within educational discourse; assess developments in the field; various conceptions of curriculum and their effects on pedagogy; identify hidden assumptions in curriculum discourse; explore the interrelationships between curriculum and life issues; how curriculum is mediated by teachers in classrooms; how curriculum acts affect the lives of teachers and students; explore students personal views of curriculum and; possibilities for action in educational settings.

The following general topics will be addressed in class:

1. An attempt to define curriculum, the field of curriculum studies and the role of curriculum specialists.
2. An examination of the cultural, ideological, philosophical and political underpinnings of various orientations towards curriculum and curriculum theories and how these effect schooling policies and practices.
3. An overview of the historical emergence of curriculum as a distinct field of study.
4. The reconceptualist movement in curriculum studies in the 1960s and 70s with a brief introduction to various strands of reconceptualist theory including Critical Theory, Feminism, Autobiography, Postmodernism, Poststructuralism, Complexity, Curriculum & Technology, Queer Theory and Other Ways of Knowing.
5. The development of curriculum and the future of curriculum in the Canadian context.

The specific objectives of the course are for students to:

1. develop an overview of the field of curriculum studies (in Canada and the U.S.)
2. develop an understanding of how different curricular conceptions affect the policies and practices of schooling
3. develop the ability to critically analyze curriculum discourses
4. explore new ways of understanding curriculum
5. explore their own educational experiences and perspectives towards curriculum and how these affect their practice

Required Texts

The coursepack for EDSE 503 Curriculum Foundations Summer 2007 Instructor: Diane Conrad is available from the University of Alberta Bookstore. The required readings for the course are from this coursepack.

Course Readings

The following readings will be required for:

Week 1

July 10

What is Curriculum?

Definitions and Models in Curriculum Theory - *Mauritz Johnson, Jr.*

What is Curriculum? - *Kieran Egan*

Conceptions of Curriculum and Curriculum Specialists - *Philip W. Jackson (pgs. 3-12)*

Conceptions of Knowledge - *Francis Schrag (pgs. 275-282)*

July 11

Curriculum Orientations:

Conceptions of Knowledge - *Francis Schrag (pgs. 268-275)*

Curriculum Ideologies - *Elliot W. Eisner*

Conceptions of Curriculum and Curriculum Specialists - *Philip W. Jackson (pgs. 12-21)*

July 12

Introduction in *The Process of Education* - *Jerome S. Bruner*

The Relevance of Skill or the Skill of Relevance - *Jerome S. Bruner*

The Language of Education - *Jerome Bruner*

Preface in *The Culture of Education* - *Jerome Bruner*

Week 2

July 16

Historical Overview:

My Pedagogic Creed - *John Dewey*

Scientific Method in Curriculum-making - *Franklin Bobbit*

July 17

Basic Principles of Curriculum and Instruction - *Ralph W. Tyler*

The Practical: A Language for Curriculum - *Joseph J. Schwab*

July 18

The Reconceptualization of Curriculum and Instruction - *Patrick Slattery*

The Reconceptualization of Curriculum Studies - *William F. Pinar*

“Extracting Sun-Beams out of Cucumbers”: The Retreat from Practice in Reconceptualized Curriculum Studies - *William G. Wraga*

Response: Gracious Submission - *William F. Pinar*

July 19

Contemporary Discourses:

The Curriculum Field Today: Where We Are, Where We Were, and Where We Are Going
- *Elliot W. Eisner*

Inspiring the Curriculum - *Ted T. Aoki*

Curriculum Language and Classroom Meanings - *Dwayne Huebner*

Week 3

July 23

Pedagogy of the Oppressed - *Paulo Freire*

Is There a Curriculum Voice to Reclaim? - *Michael W. Apple*

July 24

Foundations for a Post-modern Curriculum - *William E. Doll, Jr*

Cognition, Complexity, and Teacher Education - *Brent Davis & Dennis Sumara*

“To Dwell with a Boundless Heart”: On the Integrated Curriculum and the Recovery of the Earth
- *David W. Jardine*

July 25

Cultural Myths in the Making of a Teacher: Biography and Social Structure in Teacher Education
- *Deborah P. Britzman*

The Unsaid in Educational Narratology: Power and Seduction in Pedagogical Authority
- *jan jagodzinski*

July 26

A Canadian Perspective:

Education, the Society and the Curriculum in Alberta, 1905-1980: An Overview
- *Nancy M. Sheehan*

Resistance to an Unremitting Process: Racism, Curriculum and Education in Western Canada
- *Jo-ann Archibald*

A Topography for Canadian Curriculum Theory - *Cynthia Chambers*

Course Evaluation & Grading

Since September 1, 2003, the University of Alberta has used a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages (GPAs). Evaluation in EDSE 503 will consist of 4 graded assignments. There is no final examination in this course. Details of the assignments and grading criteria are provided below and will be discussed further in class. Each assignment will be evaluated holistically based on the general grading criteria indicated below and the specific criteria set out for the assignment. Each assignment will be assigned a letter grade corresponding to the U of A Letter Grading System (Table A below). All assignments are valued equally. A student will be assigned a final letter grade for the course based on a holistic evaluation of the four assignments – taking into consideration the letter grades assigned for each assignment and the student’s relative position in the class in relation to the recommended course median for 500 level courses: B+ (mean 3.2). Policy on Academic Standing is in section 193.8 of the University Calendar.

General Grading Criteria

Excellent – displays sophisticated understanding/analysis presenting challenging and significant ideas; interpretations developed with insight, depth and originality reflecting the intentions of the assignment; finely focused and clearly written

Good – understanding/analysis is strong; interpretations reflect the intentions of the assignment; well focused and clearly communicated

Satisfactory – understanding/analysis meets expectations; interpretations go some way in reflecting the intentions of the assignment; not consistently well focused or clearly written

Failure – weak understanding/analysis, interpretations do not reflect the intentions of the assignment; not clearly focused or well written

Table A

U of A Letter Grading System
Course Grades Obtained by Graduate Students

Descriptor	Letter Grade	Grade Point Value Equivalent
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

Minimum Academic Standing GPA
Minimum course pass

Points Regarding Evaluation Procedures:

- Due to the condensed nature of the class, regular attendance is crucial.
- All written assignments **must be word processed** in Times New Roman 12 point font, double-spaced with 1 inch margins unless otherwise negotiated with the instructor. Writing ability/style will be assessed along with the content. Particular details on assignments will be communicated throughout the course.
- Written assignments should adhere to APA (American Psychological Association) style in format, citation and referencing.
- Late penalties will be assigned to assignments handed in after the due date. After 5 days, a grade of zero will be assigned. Exceptions due to extenuating circumstances must be approved by the instructor in advance.

Course Assignments

Evaluation for the course will be based on the following 4 assignments. All assignments are valued equally.

Alternative formats are acceptable for most assignments e.g.) photo essay, collage essay, video production, etc. Students considering alternative formats should individually consult with the instructor to negotiate terms of the assignment.

1. Reading Logs & In-class Activities

Reading Logs: You will be required to maintain a log for the readings for each day. Daily reading logs will consist of one sheet of paper listing **one question per reading** (of one to three sentences each) synthesizing your queries regarding the readings assigned for that day.

The intention of the assignment is to engage your higher level thinking about what you have read – to encourage you to draw out from course readings the major issues as they relate to your practice and the questions that they prompt. The questions should engage with issues/considerations that are of authentic interest/concern to you – real questions with which you and others might struggle. I am **not looking for** yes/no questions, questions related to factual information, requests for clarification or opinion, rhetorical questions, questions to which you already know the answers, to which you could easily find the answers or to which there are easy, straightforward answers. I **am looking for** questions that are big picture questions, that seek genuine understanding, are open-ended, probing, challenging, critical and self-reflexive – perhaps even unanswerable. Your questions should engage ideas that arise from or get to the heart of the reading, or synthesize its central ideas. Your questions will also serve to feed our in-class discussions of the readings.

Reading logs will be handed in to the instructor at the start of each class for the readings for that day. Be sure to include with each log your name, the date and the title of the articles to which each question applies. In the final evaluation for this assignment the quality of the questions overall will be taken into consideration. I will provide you with written feedback regarding the quality of your questions on an ongoing basis. Be aware that reading logs that are too lengthy, and logs that are handed in late will negatively impact the final evaluation.

In-class Activities: You will be expected to participate in various class activities including an individual presentation to the class for a curriculum archives activity, completion of a curriculum perspectives questionnaire, viewing and discussion of video clips and powerpoint presentations, small group-work sessions, large group brainstorming/analysis sessions, class

discussions of readings, a role-play activity, sharing of final paper topics and other activities that support our day-to-day classroom interactions.

Each student will receive a C (complete) or an IN (incomplete) for each task. A final mark for the assignment will be determined holistically based on an evaluation of the student's completion of all tasks, the quality of her/his ongoing participation and the quality of his/her written work (in accordance with the general grading criteria).

Due: Ongoing throughout the course

2. Autobiographical Insights into Curriculum

You will write a 2-3 page paper (approximately 600-900 words in Times New Roman 12 point font, double-spaced) and give a presentation to the class based on an autobiographical reflection upon some specific aspect of curriculum as lived by you.

The reflection should be a personal narrative of some sort, a moment of your personal history written in the form of a short story using the first person. The event or situation described should be one you consider significant in your personal development – an incident that goes to the heart of your sense of self, how you came to be who you are as a learner/teacher. A slant on Madeleine Grumet's question "What is educational experience?". . . I'm looking for a significant moment from your educational experience. The aim of the assignment is to illustrate the value of personal experiences towards understanding curriculum and to learn from each other's learning/teaching experiences. You may choose to fictionalize to some extent – change names and details to protect the privacy of individuals. The sharing with the class may consist of a dramatic reading of the story to the class or some other creative format. Allow time for interaction and/or discussion. The length of time for and scheduling of class presentations will be negotiated with the group and dependant on class size.

This assignment will be evaluated holistically based on a combination of the class presentation and the written paper.

Due: Dates for class presentations: July 16 & 17; Paper due Monday July 16

3. Curriculum According to . . .

You will be expected to produce a 2-3 page paper (approximately 600-900 words in Times New Roman 12 point font, double-spaced) and give a presentation to the class based on your critical reflection upon a popular cultural artifact, a work of literature or philosophy or an artwork - e.g. Hamlet, The Tao of Pooh, The Little Prince, Leonard Cohen, Eminem, The National Film Board, Star Wars, The Trailer Park Boys, World Wrestling Entertainment, Tony Hawks Underground II, World Cup of Soccer, bellydancing, School of Rock. (Students should check with the instructor before proceeding with a topic.)

The intent of this paper is to explore, via investigation of an alternative point-of-view, new ways of understanding curriculum, to address the question: What is the purpose of education?, to explore teaching philosophies, curriculum orientations and the commonplaces of curriculum. The presentation to the class should not consist of simply reading the paper to the class. Find some creative way of presenting your ideas through an alternative format, multimedia, performance, etc. Allow time for interaction and/or class discussion. The length of time for and scheduling of class presentations will be negotiated with the group and dependant on class size.

This assignment will be evaluated holistically based on a combination of the class presentation and the written paper.

Due: Dates for class presentations: July 23 & 24; Paper due Monday July 23

4. Final Paper

Your final paper should consist of 8-10 pages (approximately 2400-3000 words in Times New Roman 12 point font, double-spaced) excluding references. The expectation is that this be an academic paper (nearing publication quality) focusing on concepts related to curriculum studies – primarily engaging with theoretical ideas, and including some reflection upon and/or application of those ideas. The paper should refer to the readings, themes and issues taken up in class as related to a topic in the area of curriculum of interest/relevance to you. The intent of the assignment is to prompt you to theorize, speculate and reflect on issues raised during the course, and beyond, with relevance to your particular educational setting(s) or research interest(s).

Due: Friday July 27

Important Reminders

Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour, which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Refer to the following website for information on the University's definition of these offences: <http://www.ualberta.ca/~unisecr/policy/sec30.html>

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

Recommendation to Students with Disabilities

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381.

Course Outlines

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.