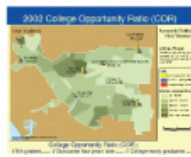


EDSC 536

CURRICULUM THEORY

MIGUEL ZAVALA, PH.D.

• CRITICAL ANALYSIS • ACTION-RESEARCH • DIALOGUE • CRITICAL ANALYSIS • ACTION-RESEARCH • DIALOGUE •

Fall 2013, Online

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CATALOG COURSE DESCRIPTION

Secondary school curriculum, including forces operating on the curriculum and the participants involved in middle and high school curriculum building. Process of curriculum building.

COURSE INTRODUCTION

“Curriculum in any time and place becomes the site of a battleground where the fight is over whose values and beliefs will achieve the legitimation and the respect that acceptance into the national discourse provides;” – Herbert Kliebard, *The Struggle for the American Curriculum*.

“Curriculum always entails a selection from culture and from myriad possible literacies...the literature we select, the methods and strategies we use to teach and assess, and the knowledges and competencies we disburse selectively to different groups of students, are selections from the plurality of cultures extant in modern Western nation states. Perhaps more importantly, these selections are not random, but selections which serve particular economic interests and political ends,” –Allan Luke, “Literacies as Social Practices.”

What historical and ideological forces have lead to the formation of secondary school curricula? How do these ideological and cultural formations shape curriculum production today? How are public school curricula tied to social, economic, and political interests?

In this online graduate seminar we will examine how curriculum in the United States has been shaped historically, ideologically, and politically. More importantly, we will look at the implications of these conceptions and what they mean in terms of student learning and our work as educators. Hopefully we will gain an understanding of how contemporary curricular structures, particularly as defined by the No Child Left Behind Act, high-stakes testing, and the standards movement, relate to the history of curriculum development in the U.S.

This course is about curriculum *theory* – not about how to do lesson planning, not about how to do unit design, not about specific teaching methods. It is a graduate level course on THEORY. Therefore you should not expect the content of this course to focus on any one subject content area. Rather, this course will look at the conceptions and politics of curriculum generally. It is your job as graduate students to think through how this course connects to your specific teaching area.

**Education Unit Conceptual Framework:
A transformational journey toward educational advancement and achievement**

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

College of Education Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Department of Secondary Education Mission Statement

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study, which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

National Board of Professional Teaching Standards

The Master of Science in Secondary Education is aligned with the National Board of Professional Teaching Standards. These Standards are designed to prompt reflection about student learning and teaching practice; address the diversity of students and teachers in schools today; and reflect a holistic, developmental view of teaching. The standards are based on current research and organized around five interrelated categories of teaching practice:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects.
- Teachers are responsible for managing and mentoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Course Goals

1. Participants will develop a more complex, historical, ideological, theoretical, and nuanced understandings of curriculum production.
2. Participants will engage graduate level reading, research, and writing skills through the completion of written assignments and a research report.
3. Participants will develop the critical methodological and theoretical frameworks that will assist them in becoming critical producers (and consumers) of curriculum policy and texts.

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate a commitment to fairness, a belief that all children can learn, and an increasing ability to:

Promote Diversity

Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

Engage in Collaborative Endeavors

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well being.

UNIVERSITY ACADEMIC DISHONESTY POLICY Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. See the CSU Fullerton Catalog for further details.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

Titanium Participation Standards and "Netiquette"

Your Titanium discussion posts are not formal essays, but neither are they private conversations. You should adhere to formal standards of academic writing (grammar, usage, mechanics), avoiding errors or abbreviations interfere with meaning. Remember, whenever you write you are sending two messages. One is contained in the content of your message. But you are also sending a second message to your readers regarding who you are as a writer and thinker. Sloppy writing may leave readers with the impression that you have not taken the time needed to craft a carefully worded post. Crafting your messages in a word processing program and then cutting and pasting your messages into the discussion board is a good idea. This forces you to slow down and also gives you the chance to edit carefully. If you disagree with someone, word your response respectfully: things you say in person can seem much more negative when read on-screen. Guidelines of online courtesy and collegiality are summed up generally as "netiquette" <http://www.albion.com/netiquette/corerules.html>.

Tech Support

If You Get Stuck...

Help Desk

657-278-7777

Help Desk email:

helpdesk@fullerton.edu

Help Desk Hours:

Mon-Thurs 7:30am - 10:30am; Fri 7:30pm - 5:00pm;

Sat 10:00am - 5:00pm; Sun 12:00pm - 7:00pm

Titan Help:

<http://www.fullerton.edu/helpdesk/index.asp>

System Requirements:

<http://Titanium.fullerton.edu/student/requirements.htm>

Titanium help:

<http://Titanium.fullerton.edu/student/default.htm>



MAJOR ASSIGNMENTS (Assessment Standards and Procedures):

Assessment of students in this online course will be based on the following:

I. INTRODUCTIONS AND TEACHING BIOGRAPHY (2%)

Introduce yourself to the class. As an online community, it is important that we know each other before we dive into online discussions on topics that ask you to think critically about issues impacting curriculum in particular and education more generally. There will be numerous opportunities to engage in interesting and important debates on the ideological and political dimensions of the curriculum. Before we get into that, however, I'd like for us to establish a foundation of ourselves and present aspects of who we are to each other. There are several layers to this assignment.

1. Provide a coherent 300 – 400 word response to the following questions:

First, tell us who you are and what you like to do when you are not knee-deep in college-related endeavors. Add a photograph that represents an aspect of your identity (you can do this in Titanium by clicking on the add image icon feature).

Second, tell us about your teaching experience, both formal (i.e. public school settings) and informal (i.e. summer programs). Where have you taught? What subject areas have you taught? Explain why you chose education as a career.

Finally, respond to the following question. A) In your view, do you think the curriculum in your subject area is political and/or ideological? B) What do you think are the most pressing issues impacting teachers and teaching today?

2. Please share your introductions with the rest of the class by posting your Introductions in the appropriate Discussion Board forum. In addition to posting on the forum, you are **required** to contribute **3 or more replies**, between 100 – 150 words, to the introductions your peers have posted.

Due: Wednesday, August 28th by 10pm. (Note: All listed times are Pacific Standard Time, PST)

II. MODULE READING AND WRITING ASSIGNMENTS (30%)

Module Readings & Writing Assignments (Modules 1, 2, 3, 4, 5, and 7): These assignments are designed to help you critically engage and reflect on the required module readings. Given that this is an on-line course, writing becomes a primary vehicle for assessing how you are grappling with readings and ideas. Writing is a tool for putting your ideas together. Therefore, it can become an important reflective space for learning. Finally, through writing I am able to dialogue with you. I will read your Module Writing Assignments and provide written feedback. Module Writing Assignments will be assigned **Modules 1, 2, 3, 4, 5, and 7** and will be due at the end of each Module (see the COURSE SCHEDULE section for due dates).

Late assignments will lose three points per week and will not be accepted more than two weeks late (Note: Module Writing Assignments are scored on a 10-point scale). These writing assignments must be typed, written in a coherent manner (i.e., adhering to the grammatical and structural conventions of writing for academic purposes), and proofread. See the Appendix for Weekly Writing Assignments grading criteria.

III. ONLINE DISCUSSION FORUM PARTICIPATION (20%):

Presentations, film, video, and/or additional material will be posted for **modules 2, 3, 4, 5, and 7**. After viewing the presentation, film, video, or artifact, you will engage in a collective discussion with your peers. Dr. Zavala will read your posts and on occasion will reply to on-going discussions. Text-based discussions can be as effective and powerful as voice discussions (such as VoiceThread) if they are well planned and if students actively engage the ideas in the readings and presentations.

Basic Discussion Board Expectations:

- Begin a new discussion board “string” for your own initial post to the presentation, video, and/or artifact. This post will be your **main post**. You are required to have (5) five **main posts** throughout the course. Each individual will provide no more than (1) one **main post** per module (if you post more than one **main post**, you will not earn credit on the second post).
- **Main posts** should be completed by the due date specified in the Course Calendar (listed as “Discussion Board #”). *Note: Presentation, video, and/or artifact will be uploaded at the beginning of each Module, BUT NOT BEFORE.*
- **300-word minimum** on your **main post**.
 - In general, **main posts** should make reference to each module’s readings, videos, and/or artifacts, relate them to your own experience, and should express your opinions and thoughts on an issue. DO NOT simply summarize the PowerPoint presentation, film, or video. Extensive summaries will result in a loss of points. The purpose of the post is to *engage* with the ideas and concepts covered in the module’s readings and tie these to the presentation, video, and/or artifact. This requires making connections, critique, affirmation, raising questions, etc. *BUT, make sure your post clearly lets me know that you did the readings by actually discussing them and that you viewed the presentation, video, and/or artifact.* A **main post** built solely upon personal reflection and opinion will result in a loss of points!
- (10) Ten **follow up/reply** posts must be posted to original, **main posts** your peers have generated throughout the course. Only up to (2) **follow up/reply** posts per Module will count towards your total, although you are welcome to post as many times as you want for any given Module. Try to scatter your **follow up/reply** posts throughout the course.
 - Your replies must be *substantive* to “count” towards your grade. This means that a reply of “I agree” will NOT earn you a grade. Rather, you are expected to *engage* with the content of what your classmates have discussed in their posts – again, raising questions, raising points of agreement, points of disagreement, sharing your perspective in relation to theirs, using course readings and videos to make your point. Substantive replies are usually at least a full paragraph or more in length (approximately 150 words).
 - Replies that violate discussion board etiquette, in particular replies that are disrespectful to others or are framed in unproductive ways, will not earn points.

NOTE: All Main and Reply posts made 48 hours past the due date for the Main post in a given Module will not be accepted. Online discussion can be quite productive when done in a timely manner. Please consult the Assessment Rubric for Discussion Board Posts at the end of this Syllabus.

IV. CRITICAL FILM ANALYSIS (8%)

Critical Film Analysis. Students will critically analyze two documentary films throughout the course, i.e. *The Inconvenient Truth Behind Waiting for Superman* and *Granito de Arena*, which will be available online for viewing. *The Inconvenient Truth Behind Waiting for Superman* and *Granito de Arena* will be viewed as part of Module 6. For both film, students will write, in essay form, a typewritten response to the following question: *In what ways do the films highlight the political and ideological struggles we are seeing today with the*

standardization of curricula and privatization of public education? What connections do you see in the film with your own teaching and the work you do as an educator and/or community member? Make sure to reference at least two course readings from Modules 4 and 5. Guidelines: 2.5 - 4 pages, single-spaced, 12-point font.

Critical Film Analysis for *The Inconvenient Truth Behind Waiting for Superman* and *Granito de Arena* due November 13th by 10pm

V. COURSE PROJECT (28%)

Course Project: Students will choose between either (a) a Teacher/Student Interview & Report or (b) a Curriculum Policy Study. This is a 10 – 15 page paper.

Teacher/Student Interview and Report: Students will conduct interviews of at least two (2) teachers or students that allows them to investigate and helps them understand, *from the perspective of teachers or students*, how they perceive and conceptualize education policies impacting curriculum and teaching. Interview findings will be presented in the form of a written report that presents a summary of the interview questions, including a thematic review of the literature and other studies, and answers and offers a conceptual discussion that ties with the readings, theories, and course discussions.

Curriculum Policy Study: Students will develop original research on a particular education policy (school, district, state, federal, etc.) that impacts curriculum and teaching. Your research will draw from the theories and concepts developed in the course, as well as any sources of information, photographs, interviews, personal biography, news reports, and/or other existing studies. The goal is to provide a CRITICAL NARRATIVE of the curriculum, to be synthesized in the form of a written report that includes a thematic review of the literature and other studies, and answers and offers a conceptual discussion that ties with the readings, theories, and course discussions.

A video option exists for either the Teacher/Student Interview and Report or the Curriculum Policy Study. More information on this option will be available during Module 4.

Note: Handouts indicating the specific requirements and grading criteria of the Teacher/Student Interview/Report and the Curriculum Policy Study (including the online presentation) will be provided to students during Module 4. **Written reports will be due no later than finals week of the semester—absolutely no late reports will be accepted unless an emergency situation can be established and is accepted by the professor.**

VI. ONLINE MEETINGS WITH DR. ZAVALA (10%)

One-on-one online meeting sessions are essential to creating a social relationship between instructor and students and they serve particular pedagogical and instructional purposes, such as guiding you with assignments.

Using Adobe Connect software, accessible to all CSUF students, students will meet with Dr. Zavala three times throughout the Semester. Technology requirements and instructions on how to access the virtual meeting room (<http://csufconnect.fullerton.edu/edsc536/>) will be provided and accessible via our course Titanium.

Introductory Meeting: scheduled during the first week, this meeting will be used for personal and course introductions.

Mid-Semester Check In: scheduled mid-semester, this meeting will be used to as a check in and to answer any questions or concerns you may have.

Course Project Proposal Meeting: scheduled after course project proposals are turned in, in this meeting Dr. Zavala will address any questions and will assist with refining and polishing your project proposals.

Note: All meeting schedules are coordinated online using Doodle Poll; instructions will follow and will be submitted with due time via email. Also, participation in ALL three online one-on-one meetings is required to receive the total 10% credit for these meetings.

VI. EXTRA CREDIT, FORUM ON THE PRIVATIZATION OF PUBLIC EDUCATION (5%)

Scheduled for Wednesday, November 20th at Cal State Fullerton, Dr. Wayne Au will deliver a keynote talk at a campus-wide forum on standardization and privatization of public education. No alternative extra credit assignment will count in lieu of this forum.

GRADING PROCEDURES:

Students will be graded on the following basis:

<u>ACTIVITIES:</u>	<u>% OF TOTAL GRADE:</u>
INTRO. AND TEACHING BIOGRAPHY	2%
ONLINE MEETINGS WITH DR. ZAVALA Introductory Mid-Semester Check In Project Proposal Meeting	12%
CRITICAL FILM ANALYSIS (<i>Granito de Arena, Waiting For Superman</i>)	8%
MODULE READINGS & WRITING ASSIGNMENTS (6 Module Writing Assignments)	30%
DISCUSSION BOARD RESPONSES (5 main posts; 10 follow-up/reply posts)	20%
COURSE PROJECT (1 page project description = 1% Online Project presentation = 5% 8 – 12 page report = 22%)	28%

Overall Course Grade Grading Scale:

98 – 99 pts. = A+	
95 - 97 pts. = A	77 - 79 pts. = C+
90 - 94 pts. = A-	75 - 76 pts. = C
87 - 89 pts. = B+	70 - 74 pts. = C-
83 - 86 pts. = B	65 - 69 pts = D
80 - 82 pts. = B-	64 or below = F

REQUIRED TEXTS:

The following are the texts required for this course:

- Callahan, R. E. (1962). *Education and the Cult of Efficiency*. Chicago: University of Chicago Press.
- Additional Course Readings [to be posted on the course Titanium]

The following are not required but recommended:

- Flinders, D. J. & Thornton, S. J. (Eds.). (2009). *The Curriculum Studies Reader* (3rd edition). New York: Routledge.

All texts are available at the University bookstore (657.278.3418)

COURSE SCHEDULE:

INTRODUCTION TO THE COURSE

(Aug. 28 – Aug. 30) ***Introduction and Teaching Biography due Wednesday, August 28 by 10pm***
Introductory Online Meeting with Dr. Zavala (Aug. 29 – 30)

MODULE 1 INTRODUCTION TO CRITICAL CURRICULUM ANALYSIS

(Aug. 31 – Sept. 11)
(1.5 Weeks)

KEY CONCEPTS: CURRICULUM, HIDDEN CURRICULUM

- Orenstein, P. "Learning Silence: Scenes from the Class Struggle"
- Anyon, J. "Social Class and the Hidden Curriculum of Work"

Module Writing Assignment (MWA#1) due Wednesday, September 11th by 10pm

MODULE 2 HISTORICAL TRADITIONS OF CURRICULUM PRODUCTION: THE SOCIAL EFFICIENCY TRADITION

(Sept. 12 – Sept. 25)
(2 Weeks)

KEY CONCEPTS: SOCIAL EFFICIENCY, TAYLORISM, SCIENTIFIC MANAGEMENT

- *Education and the Cult of Efficiency*, Chapters 1, 2, and 3.

SUPPLEMENTAL READINGS:

- Flinders & Thornton (2009). "Looking back: A prologue to curriculum studies." In David J. Flinders and Stephen J. Thornton (Eds.), *The curriculum studies reader*, pp. 1 – 8. New York: Routledge.
- Null, Wesley J. (2008). "Curriculum development in historical perspective." In Michael F. Connelly (Ed.), *The SAGE handbook of curriculum and instruction*, pp. 478 – 490. Los Angeles: SAGE.
- Gude, S. (2013). "The Industrial Classroom."

Discussion Forum Post due Wednesday, September 18th by 10pm

Module Writing Assignment (MWA#2) due Wednesday, September 25th by 10pm

MODULE 3
(Sept. 26 -
Oct. 9)

**HISTORICAL TRADITIONS OF CURRICULUM PRODUCTION:
THE PROGRESSIVE TRADITION**

KEY CONCEPTS: PROGRESSIVISM, CURRICULUM & SOCIAL CONSCIOUSNESS, CURRICULUM AS EXPERIENCE

(2 Weeks)

- Freire, P. (2009). "Pedagogy of the oppressed." In David J. Flinders and Stephen J. Thornton (Eds.), *The curriculum studies reader*, pp. 147 – 154. New York: Routledge.
- Green, M. (2009). "Curriculum and consciousness." In David J. Flinders and Stephen J. Thornton (Eds.), *The curriculum studies reader*, pp. 155 – 167. New York: Routledge.
- Dewey, J. (1938). Selections from *Experience and Education*.

SUPPLEMENTAL READINGS:

- Hansen, D. T., Anderson, R. F., Frank, Jeffrey, and Nieuwejaar, K. (2008). "Reenvisioning the progressive tradition in curriculum." In Michael F. Connelly (Ed.), *The SAGE handbook of curriculum and instruction*, pp. 440 – 459. Los Angeles: SAGE.

Discussion Forum Post due Wednesday, October 2nd by 10pm

Module Writing Assignment (MWA#3) due Wednesday, October 9th by 10pm

MODULE 4
(Oct. 10 -
Oct. 23)
(2 Weeks)

INSTITUTIONALIZATION AND STANDARDIZATION OF CURRICULA

KEY CONCEPTS: STANDARDIZATION, INTENSIFICATION, REDEFINED-RESTRICTED-SUBSUMMED

- Sleeter, C. and Stillman, J. (2009). "Standardizing knowledge in a multicultural society." In David J. Flinders and Stephen J. Thornton (Eds.), *The curriculum studies reader*, pp. 303 – 317. New York: Routledge.
- Apple, M. (2009). "Controlling the work of teachers." In David J. Flinders and Stephen J. Thornton (Eds.), *The curriculum studies reader*, pp. 199 – 213. New York: Routledge.
- MacGillivray, L. et. al. (2004). "Colonized teachers: examining the implementation of a scripted reading program." *Teaching education*, 15(3), 131 – 144.

SUPPLEMENTAL:

- Kohn, A. (2012). "Test today, privatize tomorrow: Using accountability to 'reform' public schools to death." In William H. Watkins (Ed.), *The assault on public education*, pp. 79 – 96. New York: Teachers College Press.
- Au, W. (2013). "Coring Social Studies within Corporate Education Reform."

Discussion Forum Post due Wednesday, October 16th by 10pm

Module Writing Assignment (MWA#4) due Wednesday, October 23rd by 10pm

MODULE 5
(Oct. 24 -
Nov. 6)
(2 Week)

KEY ACTORS AND INTERESTS SHAPING CURRICULUM (AND EDUCATION)

KEY CONCEPTS: NEO-LIBERAL PRIVATIZATION, CONSERVATIVE MODERNIZATION, VENTURE PHILANTHROPY

- Apple, M. W. (2006). "Whose markets, whose knowledge?" In Michael W. Apple, *Educating the 'right' way*, pp. 29 – 52. New York: Routledge.
- Robertson, S. (2008). " 'Remaking the World': Neoliberalism and the Transformation of Education and Teachers' Labor." In Mary Compton and Lois Weiner (Eds.), *The Global Assault*

on Teaching, Teachers, and Their Unions: Stories For Resistance (pp. 11 – 27). New York: Palgrave-MacMillan.

- Saltman, K. J. (2011). "From Carnegie to Gates: the Bill and Melinda Gates Foundation and the venture philanthropy agenda for public education." In Philip E. Kovacs (Ed.), *The Gates Foundation and the future of U.S. public schools* (pp. 1 – 20). New York: Routledge.

SUPPLEMENTAL READINGS:

- Anonymous. (2013). "The Trouble with the Common Core."

- Pennington, J. L. et al. (2012). "The Common Core: Educational Redeemer or Rainmaker?" *Teachers College Record*.

- Brown, J., Gutstein, E., Lipman, P. (2009). "Arne Duncan and the Chicago Success Story: Myth or Reality?" *Rethinking Schools*.

Discussion Forum Post due Wednesday, October 30th by 10pm

Module Writing Assignment (MWA#5) due Wednesday, November 6th by 10pm

MODULE 6

(Nov. 7 -
Nov. 13)
(1 Week)

STANDARDIZATION & NEO-LIBERAL PRIVATIZATION: INTERLOCKING FORCES

Critical Film Analysis, The Inconvenient Truth Behind Waiting for Superman and Granito de Arena due November 13th by 10pm

MODULE 7

(Nov. 14 -
December 4)
(2 Weeks)

FROM CURRICULUM DEVELOPMENT TO SOCIAL JUSTICE TEACHING & ORGANIZING

KEY CONCEPTS: CRITICAL PEDAGOGY, SOCIAL JUSTICE TEACHING, COMMUNITY ORGANIZING

- Ayers, W., Quinn, T., Stovall, D. O., and Scheiern, L. (2008). "Teachers' experience of curriculum: policy, pedagogy, and situation. In Michael F. Connelly (Ed.), *The SAGE handbook of curriculum and instruction*, pp. 306 – 326. Los Angeles: SAGE.

- Gutstein, E. (2009). "Developing Social Justice Mathematics Curriculum from Students' Realities: A Case of a Chicago Public School." In William Ayers, Therese Quinn, and David Stovall (Eds.), *Handbook of Social Justice in Education* (pp. 690 – 698). New York: Routledge.

- Zavala, M. (forthcoming). "Organizing against the neo-liberal privatization of education in South Los Angeles: Reflections on the transformative potential of grassroots research." *Journal of Curriculum Theorizing*.

Extra Credit: Nov. 20th Campus-Wide Diversity Forum

Discussion Forum Post due Wednesday, November 20th by 10pm

FALL RECESS (No Classes November 25 – December 1)

Module Writing Assignment (MWA#6) due Wednesday, December 4th by 10pm

MODULE 8 RESEARCH PROJEC

(Dec. 5 –

Dec. 13)

(1.5 Weeks)

Independent Research Analysis and Write-Up

Online Research Project Presentations (December 12 - 13)

Course Projects due Online Friday, December 20, 2013 by 10:00 p.m., via Titanium

Appendix: Assessment Rubric for Module Writing Assignments

STANDARD OF ASSESSMENT FOR MODULE WRITING ASSIGNMENTS		
TARGET LEVEL OF WORK	ACCEPTABLE LEVEL OF WORK	UNACCEPTABLE LEVEL OF WORK
10 POINTS	8 – 9 POINTS	6 POINTS or less
+ 10 Points	<p>10 points will be assigned to Module Writing Assignments that satisfy the following criteria:</p> <ul style="list-style-type: none"> ■ The Module Writing Assignment is submitted on time. ■ The Critical Summary demonstrates a solid understanding of the selected reading by clearly stating the student’s understanding of the reading’s main point, argument, or thesis. ■ The Critical Summary demonstrates a solid understanding of the selected reading by briefly analyzing, interpreting, synthesizing, and/or evaluating its contents (in students’ own words, avoiding direct paraphrasing). ■ The Summary and Reflection are written according to the grammatical and structural conventions of writing for academic purposes—i.e., they are written clearly and coherently. ■ The Critical Reflection draws connections across readings through the use of Key Concepts (identified in each Module), the reading material and current issues in education, and the student’s own experience. ■ The Critical Reflection clearly demonstrates a deep, conceptual engagement with the readings. 	
- 2 Points	<p>2 points will be deducted from Module Writing Assignments for each of the following reasons:</p> <ul style="list-style-type: none"> ■ A Critical Summary fails to clearly evidence the student’s understanding of the selected reading’s main point, argument, or thesis, but demonstrates a serious effort. ■ A Critical Reflection fails to define a Key Concept (as identified in each Module), where said concept is used to draw connections across the readings and to the lived-text of students’ lives. ■ A Module Writing Assignment is sloppy or of negligent quality, but can still be read and understood by the instructor. ■ A Summary or Reflection is not written according to grammatical and structural conventions of writing for academic purposes, but can still be read and understood by the instructor. 	
- 3 Points	<p>3 points will be deducted from Module Writing Assignments for each of the following reasons:</p> <ul style="list-style-type: none"> ■ A Critical Summary does not evidence an understanding of the reading material (by effectively analyzing, interpreting, synthesizing, and/or evaluating its contents) and fails to demonstrate an acceptable degree of effort by the student. ■ A Reflection fails to draw connections between the reading material and educational issues or the student’s own experience with education, or it includes a reflection that lacks thoughtfulness. ■ A Critical Summary tends to paraphrase the reading material, but it is deemed by the instructor to reflect an acceptable effort. ■ A Module Writing Assignment is not organized and submitted as instructed. ■ An assignment (or part of) is late. Assignments will lose three points per day, but will not be accepted more than three days late. 	
- 5 to 10 Points	<p>5 to 10 points will be deducted from Weekly Assignments for each of the following reasons:</p> <ul style="list-style-type: none"> ■ A Summary or Reflection is not written. ■ An assignment (summary or reflection) is not written according to the grammatical and structural conventions of writing for academic purposes, cannot be read and/or understood by the instructor, or evidences a serious lack of effort by the student. ■ A Critical Summary or Reflection reveals a lack of understanding of the selected reading (by effectively analyzing, interpreting, synthesizing, and/or evaluating its contents) and evidences a lack of effort by the student. ■ A Critical Summary merely paraphrases or plagiarizes the reading material (note: plagiarism is a violation of university policy and can lead to disciplinary action against a student). 	

Appendix: Assessment Rubric for Discussion Board Posts

Discussion Board participation will be a part of your grade, as specified in the course Syllabus. Your instructor may participate in Discussion Board interactions, and read all the posts throughout the term. Postings for graded Discussion Boards will be evaluated using the following scoring guide.

Learning Outcomes	Outstanding 90-100%	Satisfactory 80-89%	Developing 70-79%	Unsatisfactory 0-69%
Timeliness and Level of Participation	Initial/Main post is made 48 hours prior to due date; 2 response posts no later than specified due date. There are no "last minute" posts that leave no time for classmates' responses. Posts show sustained engagement in the discussion throughout the week.	Some posts barely meet deadlines, or are slightly late, and/or participation meets only the minimum required posts per Module.	Several posts barely meet deadlines, or are late, or do not meet the minimum required posts per Module.	Most posts barely meet deadlines, or are late, or are missing. <i>Posts made 48 hours past the due date will not be accepted.</i>
Quality of Main Posts	Initial/Main posts are thorough, and indicate understanding of the course topic. When appropriate, initial posts interpret, synthesize, and integrate information, back up opinions with examples or reference to course materials, or include original perspectives. <i>Main posts are at least 300 words long.</i>	Initial/Main posts may not address all aspects of the questions/issues, but without elaboration, interpretation, examples, etc. Main posts are between 250 – 300 words long.	Initial/Main posts only marginally address the questions/ issues, and/or may show lack of understanding of the course topic. Main posts are between 200 – 250 words long.	Initial/Main posts are poorly developed, incorrect, or missing. Main posts are less than 200 words.
Quality of Response Posts	Response posts are relevant, accurate, and insightful; they respond to all questions addressed in the student's initial post; they may bring new perspectives and/or information to an ongoing discussion. <i>Posts are at least 150 words in length.</i>	Response posts may be somewhat repetitive of points already made, or somewhat irrelevant to the point of the discussion. Fails to respond to all questions addressed to the student's initial /main post.	Response posts are frequently repetitive or irrelevant to the point of the discussion; Fails to respond to some questions about the student's initial post.	Most response posts are repetitive or irrelevant to the point of the discussion, or are missing. Fails to respond to most or all questions about the student's initial/main post.
Collegiality and Mechanics	All posts adhere to the norms of courtesy appropriate to academic (but informal) discussion; mechanics (grammar, spelling, use of abbreviations, etc.) do not interfere with meaning.	Posts sometimes fail to adhere to the norms of courtesy, and/or issues of mechanics sometimes interfere with meaning.	Posts often fail to adhere to the norms of courtesy, and/or issues of mechanics often interfere with meaning.	Posts are seriously outside the norms of courtesy, and/or appropriate writing mechanics.

EDSC 536 – TEACHER/STUDENT INTERVIEW AND REPORT:

Adapted from the MSE Program Literature Review Assignment Rubric

**This Rubric will be used to assess and score the quality of the
Teacher/Student Interview and Report (EDSC 536, Summer 2012)**

	Exceeds Expectation (5)	At Expectation (3-4)	Below Expectation (0-2)
<p>Context</p> <p>() pts. X 1</p> <p>_____</p> <p>Maximum Points: 5</p>	<ul style="list-style-type: none"> - Includes a clear, succinct and relevant description of the interviewees (personal background, school/teaching context; any other pertinent information) - This section is no more than 1 page in length and is presented in a creative way (e.g. use of summary chart) 	<ul style="list-style-type: none"> - Includes a clear, succinct description of the interviewees, but the information may not be relevant. - The section is no more than 1 page in length. 	<ul style="list-style-type: none"> - The description is not clear, lacks brevity; some of the information presented is irrelevant. - The section is too short or is too long (over 1.5 pages)
<p>Problem Identification and Literature Review</p> <p>() pts. X 4</p> <p>_____</p> <p>Maximum Points: 20</p>	<ul style="list-style-type: none"> - Addresses the topic clearly and responds effectively to all aspects of the task (clearly identified topic; 5 or more key studies are analyzed, 4 pages in length) - Ideas are well developed; explores the issues thoughtfully and in depth. - The literature review clearly identifies key theories and/or concepts used to ground the curriculum project; the literature review demonstrates thorough knowledge of key research studies addressing the specific topic (balance between empirical and theoretical-conceptual studies). 	<ul style="list-style-type: none"> -Addresses the topic clearly, but may respond to some aspects of the task more effectively than others (5 studies are analyzed in the review, 4 pages in length); shows some depth and clarity of thought. - The literature review identifies key theories and/or concepts used to ground the project; the literature review demonstrates knowledge of key research studies. 	<ul style="list-style-type: none"> May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task (less than 5 studies are analyzed); presenting generalizations without adequate and appropriate support. - The literature review is general, yet does not identify specific theories and/or concepts that ground the project; studies may be discussed, yet it's not clear how they inform the curriculum project; the literature review reads like a loose overview of disparate studies.
<p>Interview Analysis</p> <p>() pts. X 6</p> <p>_____</p> <p>Maximum Points: 30</p>	<ul style="list-style-type: none"> - The analysis demonstrates a fine balance between interview data and readings and concepts. - The analysis of interviewee responses is grounded in at least three required course readings and builds from two Key Concepts (identified in the course Syllabus), while referencing the literature review. - The analysis demonstrates a deep understanding of the issue or problem, uses interview data creatively, and key concepts are 	<ul style="list-style-type: none"> - Interview data is presented in this section, with some analysis throughout. - The analysis includes three required course readings and uses two Key Concepts. - The analysis demonstrates an understanding of the issue or problem, uses interview data, and key concepts are defined. - The section is 5 pages in length 	<ul style="list-style-type: none"> - Interview data is presented but the analysis is superficial, disjointed, or cursory (or vice versa, there's analysis without the presentation of interview data) - The analysis of interview responses draws on less than three required course readings and fails to identify two Key Concepts. - It's not clear how the interviews and their analysis tie to the problem or issue being investigated; interviews may be

	clearly defined and relevant to an understanding of participants' responses. - This section is at least 6 pages in length.		simply summarized; key concepts are not defined or used or they are disconnected from the analysis and understanding of the interview data. - The section is less than 5 pages in length.
Conclusion () pts. X 2 _____ Maximum Points: 10	- The conclusion includes a critical discussion of the insight gained from the interviews and how this ties to you as a teacher or for curriculum development. - The conclusion is 2 pages in length.	- The discussion presented expands on the interviews and is general in nature, but no critical discussion is gleaned. - The connections to teaching and curriculum development is developed, yet isn't insightful. - The conclusion is 1 page in length	- The conclusion fails to include an expansion of the interview analysis and may merely summarize the literature review or interview analysis. - The discussion draws weak, if any, connections to teaching and curriculum development: it is written in a mechanical fashion and lacks reflexivity. - The conclusion is less than 1 page in length.
Appendix and Bibliography () pts. X 5 _____ Maximum Points: 25	- At least 2 interviews are included, but may have more than 2, and are in single-space - For each interview, includes transcription of the most pertinent interview excerpts (including what is referenced in the Analysis section). - Each transcript is clearly labeled (with interviewee and interviewer indicated in the transcript) - Includes at minimum 3 single-spaced pages of transcription for <i>each</i> interview (equivalent to 20 minutes of interview time) - All references are included in the Bibliography, labeled as a separate section, using appropriate APA citation formatting.	- 2 interviews are transcribed, in single-space. - For each interview, transcription of important and referenced sections are included. - Each transcript is clearly labeled (with interviewee and interviewer indicated in the transcript) - Includes less than 3 but no less than 2 single-spaced pages of transcription for <i>each</i> interview. - All references are included in the Bibliography, APA citation formatting is used.	- Less than 2 interviews are transcribed, in single-space. - Transcriptions do not reflect important sections referenced in the Analysis section. - Transcripts are not clearly labeled or differentiated. - Includes less than 2 single-spaced pages of transcription for <i>each</i> interview. - References are missing, incomplete, or not in proper APA citation formatting.
WRITING PROCESSES			
() pts. X 2 _____ Maximum Points: 10	Exceeds Expectation (5)	At Expectation (3-4)	Below Expectation (0-2)
Organization, Sequence of Ideas, Focus	- All sections (Context, Problem Identification & Literature Review, Interview Analysis, Conclusion, Appendix, Bibliography) are clear labeled. - Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the	- All sections are included but may not be clearly labeled. - Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident	- Sections are missing and/or are not clearly labeled. - Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.

	thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.		
Accuracy of Content and Vocabulary	Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate reading terms are employed and well defined.	Information is accurate in description but some resources or definitions are weak.	Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources
Resources, Support, Examples	Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic.	Ideas generally supported by professionally sound resources however, only general resources repeatedly cited; too few or too many examples are provided.	Few resources presented or resources cited limited to class texts; examples are given but no definitions or explanations are provided.

EDSC 536 – CURRICULUM POLICY STUDY:

Adapted from the MSE Program Literature Review Assignment Rubric

This Rubric will be used to assess and score the quality of the Curriculum Policy Study (EDSC 536, Summer 2013)

	Exceeds Expectation (5)	At Expectation (3-4)	Below Expectation (0-2)
<p>The Curriculum</p> <p>() pts. X 1</p> <p>_____</p> <p>Maximum Points: 5</p>	<ul style="list-style-type: none"> - The curriculum artifact is clearly identified. A brief summary, including major components, is developed. 	<ul style="list-style-type: none"> - The curriculum artifact is identified. A summary or synthesis of the curriculum artifact is developed. 	<ul style="list-style-type: none"> - The curriculum artifact is not clearly identified. Major and pertinent aspects of the curriculum are not identified.
<p>Problem Identification and Literature Review</p> <p>() pts. X 4</p> <p>_____</p> <p>Maximum Points: 20</p>	<ul style="list-style-type: none"> - Addresses the topic clearly and responds effectively to all aspects of the task (clearly identified topic; 5 or more key studies are analyzed, 4 pages in length) - Ideas are well developed; explores the issues thoughtfully and in depth. - The literature review clearly identifies key theories and/or concepts used to ground the curriculum project; the literature review demonstrates thorough knowledge of key research studies addressing the specific topic (balance between empirical and theoretical-conceptual studies). 	<ul style="list-style-type: none"> -Addresses the topic clearly, but may respond to some aspects of the task more effectively than others (5 studies are analyzed in the review, 4 pages in length); shows some depth and clarity of thought. - The literature review identifies key theories and/or concepts used to ground the project; the literature review demonstrates knowledge of key research studies. 	<ul style="list-style-type: none"> May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task (less than 5 studies are analyzed); presenting generalizations without adequate and appropriate support. - The literature review is general, yet does not identify specific theories and/or concepts that ground the project; studies may be discussed, yet it's not clear how they inform the curriculum project; the literature review reads like a loose overview of disparate studies.
<p>Curriculum Context</p> <p>() pts. X 4</p> <p>_____</p> <p>Maximum Points: 20</p>	<ul style="list-style-type: none"> - Provides a clear, critical analysis in response to three central questions. - <i>Who produced the artifact?</i> Identifies the major actors and interests (political, economic) that have directly or indirectly shaped the curriculum artifact. - <i>Who benefits from the curriculum?</i> Provides a critical assessment (expanded upon in the Discussion section) of the individuals or groups (e.g. political, economic, ethnic, social class, etc.) that benefit from the curriculum artifact. - <i>What discursive and</i> 	<ul style="list-style-type: none"> - Provides a critical analysis in response to the three central questions. - <i>Who produces the artifact?</i> Identifies some of the major actors and interests that have directly or indirectly shaped the curriculum artifact. - <i>Who benefits from the curriculum?</i> Provides an assessment of the individuals or groups that benefit from the curriculum artifact. - <i>What discursive and ideological forms are inflected in the curriculum?</i> Provides a connection to the major 	<ul style="list-style-type: none"> - No critical analysis is provided in response to the three questions. - The three questions are answered readily, with little evidence of critical thought. Individuals or ideologies may be discussed, but these are readily identifiable. For example, policy makers are identified but no discussion/analysis of how the policy impacts particular individuals or groups (race, class, gender, ethnic, political, etc.) is discussed. - The response confuses the question of <i>who actually</i>

	<p><i>ideological forms are inflected in the curriculum?</i> Provides a critical, substantiated “reading” of the curriculum artifact, drawing connections to major ideologies (sets of ideas or traditions of thinking, such as Progressivism, Social Efficiency, etc.), expanded upon in the Discussion section.</p> <ul style="list-style-type: none"> - This section is at least 3 pages in length. 	<p>ideologies informing or integral to the curriculum artifact.</p> <ul style="list-style-type: none"> - The section is less than 3 pages and more than 2 pages in length. 	<p><i>benefits from who <u>should</u> benefit.</i></p> <ul style="list-style-type: none"> - The section is less than 2 pages in length.
<p>Discussion</p> <p>() pts. X 6</p> <p>_____</p> <p>Maximum Points: 30</p>	<ul style="list-style-type: none"> - The discussion is a direct expansion of the initial analysis provided in the Curriculum Context, in response to the three central questions. - The analysis of the curriculum artifact is grounded in at least three required course readings and builds from two Key Concepts (identified in the course Syllabus), while referencing the literature review. - The analysis demonstrates a deep understanding of the issue or problem, uses curriculum artifact description and context creatively, and key concepts are clearly defined and relevant to a historical, political, and ideological understanding of the three central questions. - This section is at least 6 pages in length. 	<ul style="list-style-type: none"> - The discussion is an expansion of the initial analysis provided in the Curriculum Context, in response to the three questions. - The analysis of the curriculum artifact is grounded in at least three required course readings and builds from two Key Concepts (identified in the course Syllabus), while referencing the literature review. - The analysis demonstrates an understanding of the issue or problem, uses curriculum artifact description and context, and key concepts are defined and relevant to a critical response to the three central questions. - This section is less than 6 pages but more than 5 pages in length. 	<ul style="list-style-type: none"> - The discussion is not clearly tied to the initial analysis in the Curriculum Context. - The discussion uses less than three required course readings and fails to use two Key Concepts. The discussion does not reference the literature review. - The analysis does not demonstrate a critical, historical and ideological understanding (or “reading”) of the curriculum artifact. The analysis is superficial, and written as a general discussion, remaining speculative throughout. - No key concepts are identified and/or defined. - This section is less than 5 pages in length.
<p>Implications</p> <p>() pts. X 2</p> <p>_____</p> <p>Maximum Points: 10</p>	<ul style="list-style-type: none"> - The implications section includes a critical discussion of the insight gained from the Analysis and Discussion and how this ties to you as a teacher or stakeholders impacted by the curriculum artifact. - The implications section is 2 pages in length. 	<ul style="list-style-type: none"> - The discussion presented expands on the Analysis and Discussion and is general in nature, but no critical discussion is gleaned. - The connections to teaching and curriculum development is developed, yet isn’t insightful. - The implications section is 1 page in length. 	<p>The implications fail to include an expansion of the Analysis and Discussion and may merely summarize the literature review or curriculum artifact.</p> <ul style="list-style-type: none"> - The discussion draws weak, if any, connections to teaching and curriculum development: it is written in a mechanical fashion and lacks reflexivity. - The implications section is less than 1 page in length.
<p>Appendix and Bibliography</p> <p>() pts. X 1</p> <p>_____</p> <p>Maximum Points: 5</p>	<ul style="list-style-type: none"> - The Appendix includes a strategic summary of the curriculum artifact being analyzed (if the document is too lengthy, it includes pertinent sections from the artifact that are analyzed and/or referenced in the paper) - All references are included in 	<ul style="list-style-type: none"> - The Appendix includes the curriculum artifact being analyzed or pertinent sections. - All references are included in the Bibliography, APA citation formatting is used. 	<ul style="list-style-type: none"> - The Appendix doesn’t include the curriculum artifact or it presents information that is irrelevant to the artifact or to the analysis developed in the paper. - References are missing, incomplete, or not in proper APA citation formatting.

	the Bibliography, labeled as a separate section, using appropriate APA citation formatting.		
WRITING PROCESSES			
() pts. X 2 _____ Maximum Points: 10	Exceeds Expectation (5)	At Expectation (3-4)	Below Expectation (0-2)
Organization, Sequence of Ideas, Focus	- All sections (The Curriculum, Problem Identification & Literature Review, Curriculum Context, Discussion, Implications, Appendix, Bibliography) are clear labeled. - Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.	- All sections are included but may not be clearly labeled. - Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident .	- Sections are missing and/or are not clearly labeled. - Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.
Accuracy of Content and Vocabulary	Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate reading terms are employed and well defined.	Information is accurate in description but some resources or definitions are weak.	Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources
Resources, Support, Examples	Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic.	Ideas generally supported by professionally sound resources however, only general resources repeatedly cited; too few or too many examples are provided.	Few resources presented or resources cited limited to class texts; examples are given but no definitions or explanations are provided.