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Course Information: Course materials are available on Sakai.

Course Description

The purpose of this course is to advance students’ understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school settings. The course is designed to study postmodern, feminist, queer, phenomenological, political, critical, autobiographical, aesthetical, and theological theories in order to understand what these theories have to offer for beginning an advanced inquiry into curriculum issues.

A second goal of the course is for students to become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course assesses the following framework standard:

- CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Course Objectives

- Candidates will be able to articulate their conceptual understanding of theories of curriculum and instruction and their applications to research, teaching and learning.
- Candidates will collect and present information on curriculum histories, curriculum theory, and the politics of method in curriculum research.
- Candidates will analyze the politics of curriculum and how classroom and school experiences can be understood through critical, cultural, and postmodern theories.
- Candidates will examine the diverse traditions through which curriculum planning, classroom, and district practices are organized and evaluated.
- Candidates will examine the theoretical orientation of research on curriculum and evaluate the worth of reports related to curriculum issues.
- Candidates will demonstrate knowledge and understanding of the central concepts and propositions of curriculum and instruction theory in a threefold manner through:
  - active, fluent participation in a dialogical and dialectical classroom environment
• Presentations to peers of self-selected content
• Written reflections capturing the core meaning of the course content and processes.

• Candidates will examine the relationship between curriculum theory and a research initiative.

IDEA Objectives:
• Gaining factual knowledge (terminology, classifications, methods, trends)
• Learning fundamental principles, generalizations, or theories
• Learning to apply course material (to improve thinking, problem solving, and decisions)
• Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity

This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, candidates will discuss and explore issues of race, class, and culture and their impact on students, schools and schooling.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

• Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.

• Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.

• All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

Technology

Sakai and LiveText will be used as communication and learning tools. Students will use these and other technological tools for research and presentation purposes.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
Important University Policies and Information

Addendum
You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Required Texts and Resources

APA Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/

Additional Readings: (including, but not limited to the following)

Other readings are on Sakai

Recommended Texts:

Assignments and Evaluation

General Evaluation Criteria
- Complete and submit work in a timely fashion. Assignments submitted after the class period on the due date will be subject to a lower grade.
- All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information. Some assignments will need to be submitted electronically via LiveText. Those are indicated below.
- Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.

Assignments

Each of the following assignments has a rubric with specific criteria posted on Sakai.

Participation (20 points)
Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.
- Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
- Communication – All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant’s responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

Reading Responses (10 points each/40 points total) – Submit on Sakai
Students are expected to write four reading responses (500-750 words) during the course in which students organize their thinking about the ideas and arguments made by the authors of the week’s readings. The responses end with two questions that remain unanswered after a careful deliberation about the readings. It is important to note that more than summaries; these responses are opportunities for making informed critiques of the ideas read. Although opinions are an important component of arguments, it is expected that students begin to develop informed positions towards the ideas and be able to defend those positions. Responses should be written prior to class, as they will be part of the discussion.

Theory Presentation (40 points) – Submit on Sakai
Individually or in pairs you will be responsible for presenting a theory that may also serve to guide research on a curricular topic. Include information about the: developers, origin, history, field of study, components, concepts and principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.
- Presentations need to include the following:
  - A one-page handout for all class members and the instructor
  - PowerPoint
  - Pose at least one thought-provoking question to the class and lead a discussion
  - Length: Approximately 25 minutes
Each member of the group will need to submit the presentation and handout to the instructor.

**Final Paper (100 points) – **SUBMIT ON LIVETEXT

One major portion of the course will be devoted to developing a line of inquiry into a particular curriculum issue or problem that is important for each student using a theoretical framework. Thus, one important goal of the course is for each student to be able to produce a detailed discussion of a problem by posing a research question that addresses the problem, describing the data collection that would facilitate answering the question, and outlining the plan for analyzing the data. A theoretical framework needs to guide each of these sections. Therefore, the paper must include a comprehensive explanation and review of the theory and/or theories undergirding that theoretical framework.

This paper must be no longer than 15 pages in length excluding references and appendices. Be sure to adhere to Publication Manual of the APA (6th edition).

The paper includes the following steps:

1. **Identification of the problem area:** Identify a curriculum issue of importance to the field. Curriculum issues can be present in a discipline or a course; it can be in the planned, the enacted, or the attained curriculum, etc. Where is the issue located? Why is it important to know more about the issue?

2. **Identification of question(s):** As important as setting boundaries for the general problem, which question is asked is equally critical. What questions could be asked within the problem area? Which questions are researchable within the limits and constraints of this course?

3. **Background:** Provide a literature review of the theory and/or theories that you’re your theoretical framework that you have chosen to guide your research. Include information about the: developers, origin, history, field of study, components, concepts and principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.

4. **Article Review:** Locate and summarize three articles that employ the theory or theories and/or full theoretical framework you are using as a guide to their studies. Discuss what affects the framework had on each of the following: the research question, design, and analysis. Journals to consider: *Journal of Curriculum Studies, Journal of Curriculum Theorizing, Curriculum Inquiry, The Curriculum Journal and Educational Researcher* – this is not a complete list, only a sample of journals you may consider.

5. **Theoretical Connections:** Present a summary of your theoretical framework answering the following questions. 1) Why did you choose this theoretical framework? 2) Which other theoretical frameworks did you consider or which frameworks would also fit? 3) How does your theoretical framework inform your research question(s), literature review, methodology, analysis and interpretation?

6. **Graphic Representation:** Present a graphic representation of the theoretical or conceptual framework that you are using for your line of inquiry.

7. **Analytical Plan:** Describe the data you would collect to answer your research questions and your plan for analyzing your research data using your theoretical framework. Include how the methodology and analytical plan relate to your theoretical framework.

8. **Reporting:** One of the most important aspects of the investigation is to convey the process to an audience. Students will present both orally to the class and in writing to the instructor a report on their investigation, in which they will detail answers to each of the steps, 1-7. Although the presentation itself will not be graded, the final paper will be considered incomplete if the project is not presented in class.
Students are expected to produce four reports along the eight steps outlined above:

- Report One, which is due on September 29, will contain students’ answers to issues raised in steps 1 and 2.
- Report Two, which is due on October 27, will contain students’ revisions to Report One and a report on steps 3 to 5.
- Report Three, which is due on November 10, will contain the previous to final report of the research. It will be written as a research report and will contain all the main sections of the report, including steps 6 and 7.
- Report Four (Final Paper), is due the week of the presentations, December 1 and will be the final and revised version of the research report.

**Course Grades**

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 – 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).
**Course Calendar** (The following calendar is subject to change).

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>8/25 Week 1</td>
<td>Introduction: Curriculum, theory, and research</td>
<td>N/A</td>
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<tr>
<td>9/1 Week 2</td>
<td>Curriculum Theory, Ideologies, and Paradigm</td>
<td>Pinar (Sakai) Kuhn (Sakai)</td>
<td>Reading Response #1 DUE</td>
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<td>9/8 Week 3</td>
<td>Disciplinary Knowledge and Power</td>
<td>Jardine, All Moon (2012)-Optional (Sakai)</td>
<td>Reading Response #2 DUE</td>
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<td>9/15 Week 4</td>
<td>Philosophy for Curriculum Research</td>
<td>Paul, Chapter 1 &amp; 2</td>
<td>Reading Response #3 DUE</td>
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<td>9/22 Week 5</td>
<td>Theories of Curriculum Research</td>
<td>Paul, Chapter 3 &amp; 4</td>
<td>Reading Response #4 DUE</td>
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<td>9/29 Week 6</td>
<td>The Perspectives for Curriculum Inquiry</td>
<td>Paul, Chapter 5 &amp; 6</td>
<td>Research Report One DUE</td>
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<td>10/6 Week 7</td>
<td>Mid-Semester Break</td>
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<td>10/13 Week 8</td>
<td>The Perspectives for Curriculum Inquiry</td>
<td>Paul, Chapter 7 &amp; 8</td>
<td>Theory Presentations DUE</td>
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<td>10/20 Week 9</td>
<td>The Perspectives for Curriculum Inquiry</td>
<td>Paul, Chapter 9 &amp; 10</td>
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<td>10/27 Week 10</td>
<td>Theory and Its Impact on Research</td>
<td>Paul, Chapter 11 &amp; Afterword</td>
<td>Research Report Two DUE</td>
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<td>Shipp (2003)-Sakai</td>
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<td>11/3 Week 11</td>
<td>Theory and Its Impact on Research</td>
<td>Heineke et al. (2015)-Sakai</td>
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<td>McDonald et al. (2011)-Sakai</td>
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<td>Anagnostopoulos (2006)-Sakai</td>
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<td>11/17 Week 13</td>
<td>Theory and Its Impact Research</td>
<td>Kwon et al. (2010)-Sakai</td>
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<td>Moon (2011)-Sakai</td>
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<td>11/24 Week 14</td>
<td>Theory and Its Impact on Research</td>
<td>Optional readings</td>
<td>No class meeting</td>
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<td>Parks (2010), Windschitl et al. (2006), or Wineburg (2007)</td>
<td>Preparing presentations</td>
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<td>12/1 Week 15</td>
<td>Curriculum Research: Theory Inform Design</td>
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<td>Research Presentations DUE</td>
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<td>12/9 Week 16</td>
<td>Final Exam Week</td>
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<td>Research Presentations</td>
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