Course Title: Curriculum Inquiry
Course Number: EDTL 6110
Hours: 4 hours (3-hour course; 1-hour field experience)

Catalog Description:
Curriculum Inquiry (4). Sources of curriculum; foundational bases for contemporary curriculum; forces that shape design and development of curriculum; and factors related to implementing, modifying, and evaluating curriculum. One-hour field experience component embedded in the course. Approved for Distance Ed.

I. Course goals and objectives
The purpose of EDTL 6110, *Curriculum Inquiry*, is to provide an introduction to the foundational areas that affect the design and development of curriculum. This includes the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. As a result, the course is designed to increase the learner’s awareness of the field of curriculum and to introduce specific skills in design and development.

The educator involved in conceptualizing and evaluating curriculum is viewed as both an artist and a technician. In either role the educator must possess knowledge and imagination. Hence, the focus of this course will be on the process of using knowledge about curriculum and evaluation in an imaginative, creative way. Ultimately, the educator will then be able to anticipate and plan for change in an active way rather than falling prey to outside pressures that affect the school curriculum. The field experience component of the course provides students an in-depth K-12 classroom experience applying the core course concepts.

Key questions posed during the course include those originally proposed by Beyer and Liston (1996). These serve as a framework for beginning an inquiry into curriculum:
1. What is worth knowing and what is worth experiencing?
2. What conception of good life is implied by the curriculum?
3. Whose interests does the curriculum serve and for what kind of future is the curriculum explicitly or implicitly preparing students?
4. What stand does the curriculum take on questions of democracy and diversity?
5. What is the relationship between the knowledge embedded in the curriculum and those enacting the curriculum?
6. What kinds of relationships among school participants are best for enacting the curriculum?
7. How do the broader social conditions influence the shape of the curriculum and students’ experiences of the curriculum?

In addition, educational personnel must be well prepared with regard to content knowledge and practical skills as well as understanding of learners and the influences on them. Educators must understand the factors that impact educational success, be sensitive to cultural, linguistic and
socio-economic factors as expressed in the diverse individuals they encounter, work to construct inclusive environments in which all can succeed, skillfully utilize the educational and technological tools available to them, collaboratively engage with colleagues and the community, and systematically reflect and act on the effectiveness of their practice. They must exhibit appropriate professional dispositions, concern themselves with the ethics of their actions, be accountable for their performance and be committed to ongoing improvement of their own personal capabilities. The BGSU goal is to empower our educator candidates to act in various capacities to positively impact the future of learners, clients and colleagues.

Toward that end, we hold the following statements as guiding core concepts:

P = An effective educator is broadly and thoroughly **prepared**.
R = An effective educator is a **reflective** practitioner.
E = An effective educator is actively **engaged** within the larger educational community.
P = An effective educator is foremost a **professional**, with a lifelong commitment to learning and to all learners.

**II. Student Learning Outcomes**

In this course, students will demonstrate their progression towards becoming master teachers, as defined by the National Board for Professional Teaching Standards (NBPTS) 2 & 4:

- Teachers know the subjects they teach and how to teach those subjects to students. (NBPTS 2)
- Teachers think systematically about their practice and learn from experience. (NBPTS 4)

Specifically:

- Students will engage in course discussions, activities, readings, field experiences, and projects to demonstrate these competencies. (Use of diverse instructional strategies to teach for understanding. NBPTS 2.c)

- Students will engage in a virtual role-play dialogue, portraying a viewpoint of a selected curricular theorist. (Teachers model what it means to be an educated person—they read, they question, they create and they are willing to try new things. NBPTS 4.a)

- Students will read and abstract several journal articles in their particular area of expertise. (Teachers are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. NBPTS 4.b)

- Students will collect and analyze data collected in a field experience and use this information to develop a strategic curricular plan for effective instruction. (Teachers critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings in their practice. NBPTS 4.c)
In addition, students will be expected to demonstrate competencies in the areas of professionalism, technology, diversity/exceptionality, and collaboration.

Professionalism
• It is expected that candidates will demonstrate professionalism throughout this course/experience. For educator candidates (initial and advanced), this means compliance with the BGSU Academic and Student Codes of Conduct (see Student Handbook) as well as evidencing accepted behaviors and attitudes appropriate to the educational circumstances, including but not limited to punctuality, personal appearance (dress, hygiene, etc.), speech, preparation, and/or quality of work.
• As professionals, it is the responsibility of candidates to pursue remediation of any deficits revealed in their performance on the Key Assessment(s) completed as part of this course/experience.

Technology
• Aspects of this course/experience require evidence of candidate’s technology competency and utilization. Should difficulties be encountered with technology knowledge/skills it is the candidate’s responsibility to consult with the instructor and/or assistants in the student technology center.

Diversity/Exceptionality
• Educator candidates who require accommodations based on the impact of a disability should contact the instructor privately to discuss specific needs.
• Candidates are expected to respect all individuals, regardless of characteristics or background, and endeavor to accommodate communications and actions to learning differences arising from cultural, linguistic, and disability origins.

Collaboration
• During course/experience lectures, activities, and field assignments, candidates will be expected to work and communicate with faculty, other students, and school/agency partners in an effective, collegial, and professional manner at all times.

III. Topical outline of content to be covered
   a. Foundational Areas Curriculum Process Decisions
      i. History: Where Are We Now and How Did We Get Here?
      ii. Social Forces: Who Affects What Happens in Schools
      iii. Psychology: What DO WE Know About Learners and Learning?
      iv. Philosophy: What DO WE Believe and Value?
   b. Curriculum Processes
      i. Aims, Goals, and Objectives of Curriculum
      ii. Explicit, Hidden, and Null Curriculum
      iii. Design and Development of Curriculum
      iv. Selecting and Organizing Learning Experiences
      v. Choosing Instructional Materials
      vi. Curriculum and Teaching
      vii. Evaluating Curriculum and Teaching
   c. Field Experience (1 credit hour)
      i. Documenting Curricular Elements in the Classroom
      ii. Analyzing Curricular Artifacts and Observations
      iii. Planning for Effective Instruction

IV. Major Student Learning Activities
Article Abstracts:
As part of the course requirements for EDTL 6110, you should read and abstract two or three journal articles which are either (1) specifically related to the grade/subject area you teach or (2) pertinent to a particular interest of your school district or yourself. The task may be approached in several ways. You may want to do an ERIC search on articles published within the past five years and search for valuable articles listed under your topic heading. You may want to choose a curriculum issue (e.g., multiple intelligences, block scheduling, middle schools) and find articles listed on ERIC which address that issue. Or, finally, you may want to pick up a stack of journals published within the past five years and thumb through them until you find three articles related to curriculum that fascinate and intrigue you.

The abstract itself should run between 250-500 words. In the abstract you should relate the author’s major thesis, the point of view adopted, and the evidence used to support his/her argument. Also, the summary should include your reactions to the author’s presentation with some indication of why you drew the conclusions you did.

The following periodicals generally have articles related to some curriculum issues. They may be a good place to start you investigation if you have trouble deciding on a topic.

1. Phi Delta Kappan
2. Educational Leadership
3. Review of Educational Research
4. Curriculum Inquiry (formerly called Curriculum Theory Network)
5. Harvard Educational Review
6. Journal of Educational Research
7. Teachers’ College Record
8. National Elementary Principal
9. Education Digest
10. Social Education
11. Today’s Education
12. Learning
13. Theory Into Practice
14. Educational Forum
15. Elementary School Journal

Curricular Materials Analysis
In preparation for discussion of the topic “Choosing Instructional Materials,” you should select a variety of curricular materials available in your field experience classroom. The materials should be analyzed in the following areas: (1) Depiction of minorities (racism), (2) depiction of women’s sex roles (sexism), and (3) depiction of people with disabilities (exceptionalities). Additional guidelines and examples will be given in the course shell.

Discussion Leader
Each group will act as discussion leaders for one of the text’s assigned chapters and readings. Evaluation will be made by the instructor and other members of the class through use of a rubric.
Notable Names Activities
Using the multimedia interface provided online, explore 30 “notable names” curriculum theorists, learning enough about them to speak for them in a live chat situation*. You will be assigned a theorist to portray as you discuss a question/prompt provided for your group in the virtual classroom. Negotiate among group members to determine a one-hour time slot in which to conduct your synchronous discussion. You will be evaluated on how well you discuss the issue from the perspective of your assigned “notable name.”

Field experience Data Collection & Analysis
During your field experience hours, you will be taking detailed field notes regarding classroom elements related to the effectiveness of the curriculum. Along with your notes, you will collect classroom artifacts. You will use these documents to complete an analysis of the curricular component of your choice, providing evidence of your conclusions and connecting your assertions to the theoretical contexts embedded in Curriculum Studies.

Planning for Effective Instruction Paper
Using your field experience analysis, write a 7-10 page paper outlining the framework (both theoretical and practical) that you will use to modify or create a more effective curriculum for the classroom you have studied. This paper will be the basis of the curriculum you will design in detail during EDTL 7100 (Curriculum Design).

General Requirements:
Since this course prepares you to write curriculum materials that may become public documents, English skills (expression of ideas and editorial style) will be part of your grade on all assignments and online interactions. The Publication Manual of the American Psychological Association (APA), 6th ed, 2009, will be used as the standard reference for grading English; see Chapters 2 and 3.

All material to be handed in to the instructor needs to be typed using standard point size (10-12), margins (1”), and double spacing. Be sure to name your files with extensions appended (.doc, .docx or .odt) using no space or capital letters in the file names.

All submitted digital word-processed documents need to be in Microsoft Word format (not WordPerfect or Works). If you do not have access to this application, please use Open Office (an open source option) and save the documents in a Word format when completed. The instructor will recommend specific file names for most assignments.

V. Evaluation
The course will incorporate several forms of evaluation to derive a final grade. Among the factors taken into account will be the following:

- Online & face-to-face discussion forums 25%
- Curricular Theorist (Notable Names) Activities 10%
- Abstracts of two-three journal articles 15%
- Analysis of Classroom Curricular Materials 10%
- Documenting Classroom Experiences 10%
- Planning for Effective Instruction (PEI) Paper 30%

VI. Key Assessments
This course/experience contains one key program assessment (KA 3: Planning) that is used

* Some instructors may provide an alternative to the live chat. (i.e. in-class role play, proctored written paper)
to document educator candidates’ mastery of professional standards. The specific knowledge, skills, and/or dispositions addressed in the assessment are essential elements of the course/experience. Candidates’ failure to successfully complete the assessments at the identified acceptable or target levels, therefore, will significantly impact their ultimate success in the course/experience.

VII. Grading Procedures
All coursework, as specified above, will be evaluated with detailed rubrics provided to students as coursework is assigned. The Notable Names assignment, as a program key assessment, will be subject to the parameters set by the unit and college regarding these assessments relating to our accreditation.

If an assignment is submitted after the due date, there will be a 5% reduction in the grade achieved for each calendar day the assignment is late. For example, if the instructor receives the assignment three days late, there will be a 15% reduction in the grade achieved. If individual parts of the assignment are late, the 5% reduction rule will also apply. Extenuating circumstance concerning late assignments will be treated on an individual basis. The student will provide a written request for an extension of time on an assignment.

VIII. Instructional Strategies
As a seminar course with an embedded field experience, students will experience a variety of instructional strategies, including, but not limited to, professional readings and discussions, K-12 classroom observations, data collection and analysis, graduate-level written critiques and research papers, and virtual role-play experiences.

IX. BGSU Policy Statements

Codes of Conduct and Academic Honesty Policy:
The instructor and students in this course will adhere to the University’s general Codes of Conduct defined in the BGSU Student Handbook. Specifically, the Code of Academic Conduct (Academic Honesty Policy) requires that students do not cheat, fabricate, plagiarize or facilitate academic dishonesty. For details, refer to:

- Student Discipline Programs (http://www.bgsu.edu/offices/sa/judicial/academic/index.html)

Disability Policy:
Any student who requires accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. In accordance with the University policy, if the student has a documented disability and requires accommodations to obtain equal access in this course, he or she should contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services for Students, 413 South Hall, 419-372-8495. (http://www.bgsu.edu/offices/sa/disability/index.html)

Educator candidates are expected to respect all individuals, regardless of characteristics or background, and endeavor to accommodate communications and actions to learning differences arising from cultural, linguistic and disability origins.

Religious Holidays:
It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities. (As stated in *The Academic Charter*, B-II.G-4.b at: [http://www.bgsu.edu/downloads/file919.pdf](http://www.bgsu.edu/downloads/file919.pdf))