

**UNIVERSITY OF NORTH CAROLINA**

**UNIT:** School of Education

**AT GREENSBORO**  
Foundations

**DEPT:** Educational Leadership and Cultural

## **COURSE SYLLABUS**

- 1. Course Prefix and Number:** ELC 615
- 2. Course Title:** Curriculum Planning
- 3. Credits:** 3.0
- 4. Course Prerequisites/Corequisites:** Graduate standing
- 5. For Whom Planned:** Required course for the Masters of School Administration and the Ph.D. in Cultural Foundations.
- 6. Instructor Information:** Glenn Hudak, Associate Professor

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**7. Course Purpose/Catalog Description:** Principles and processes of general curriculum planning. Particular emphasis is given to strategies of curriculum planning, the external and internal influences in curriculum planning, the role and functions of professional staff, the process and problems of curriculum evaluation, and the possibilities of differentiation of curriculum with respect to learners.

**8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**9. Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)

This course explores issues and strategies related to curriculum development and planning by asking three fundamental questions: What knowledge is most worthwhile? Why is it worthwhile? And, how is it acquired or created? These questions reflect fundamental educational concerns to be addressed by teachers, administrators, university researchers and parents. William Schubert writes that, "they are the bottom line of all activities commonly associated with educational theory and practice. All of the educational research, all of the by school district committees, all of the financial planning, all of the in-service and pre-service teacher education, all of the school board agenda items, all of the textbook adoptions, all of selection of instructional hardware and software, all of the teacher preparation, all of the politically charged interest group lobbying, and all of the activities engaged in by students are for naught if they are not infused with these fundamental questions. Without direct consideration of what is worthwhile to know and its correlates of why and how, the foregoing activities are devoid of defensible meaning, purpose, and direction."

My approach to these concerns will be to develop a sort of "curriculum literacy" for students by focusing the following dimensions of theory and practice: thinking, reading, (re)writing, and living the curriculum. As such, we begin by exploring ways to think about curriculum in our lives as educators. Ways of

thinking that open the imagination, allow for puzzlement, play reasoning, and dialogue. Next, we explore strategies for reading curriculum by investigating the history of curriculum as well as contemporary approaches to curriculum- development. After we work through aspects of reading, we next discuss the question of living our curriculums- for what is the point of any curriculum if it can't be lived: experienced within an educational context! Finally, the workshop will focus on (re)writing the curriculum. Here I want us to re-write curriculums actually used in student's lives as educators. Taken together, my intention is to show how concepts employed in curriculum development (e.g. the notion of "goals") are in reality social constructions that have no fixed definitions. And that the terms and concepts used in curriculum development are very open to debate and change, and hence the possibility for "creative intervention."

**10. Teaching Strategies:** For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

**11. Evaluation Methods and Guidelines for Assignments:** Statement of how students will be evaluated in the course and/or list of course requirements

Course Requirements:

1. You are required to attend class and complete course readings,
2. There will be one in class mid-term exam. This exam will consist of several essay- type questions and will be based on class lectures and required course readings from the Kozol, Spring and Kliebard texts. The exam will be given October 30.
3. You are required to write-up one observation of a school classroom. The observation will aim at describing classroom practices or policies as they pertain to "curriculum" as discussed in our course readings. The observation is intended to get you situated to the school context and to point out salient educational issues as they are lived in classrooms. The observation will be: 3-4 pages typed, and graded on credit-no credit basis. The observation is due November 20.

4. There will be a curriculum theory / design paper. This paper will incorporate design elements discussed in the Apple, Sapon-Shevin texts. The paper will be 10-12 typed pages in length and be due the last class December 11. We will discuss the details of this paper in class.

Grading:

Mid-term exam            40%

School Observation    20%

Final paper                40%

100%

**12. Required Text(s)/Readings/References:** Use full citations

M. Apple. *Ideology & Curriculum.*

Herbert Kliebard. *The Struggle for the American Curriculum*

J. Kozol. *Savage Inequalities*

M. Sapon-Shevin. *Because We can Change the World: A Practical Guide*

J. Spring. *The American School: 1642-2000 Fifth Ed.*

**13. Topical Outline:** This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description.

Tentative Schedule:

1. Introduction.

2. On Thinking & Reflecting. Kozol, pgs. 1-82.

3. No Class. Labor Day. (Read Kozol, chapters 3 & 4.)

4. Conclude Kozol Text, 5 & 6.

5. On History. Why?; Spring, 2 & 3.

6. Spring, 4,5, & 7.

7. Spring, 10 & 11.

8. Kliebard, 2, 3 & 4.

9. Conclude Kliebard.

10. Mid- Term Exam.

11. (Re)Writing Curriculum: Apple, 1 & 3.

12. Apple 7 & 8.

13. Sapon-Shevin TBA. Class Observation Due.

14. Sapon-Shevin TBA.

15. Conclude Apple/Sapon-Shevin.

16. Last Class. Final Paper Due.

**14. Other Information:** Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

**15. Recommended Text(s) and/or Readings:** A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area