UNIVERSITY OF SOUTH FLORIDA

DEPARTMENT OF EDUCATIONAL LEADERSHIP & POLICY STUDIES

FALL 2009

EDG 7692-201  ISSUES IN CURRICULUM AND INSTRUCTION

Ref. # 88578  Room: EDU 155

Begins MONDAY August 25, 2009 and every Monday thereafter for ten weeks ending on Monday October 27th. Note that there is no class on Labor Day as the University is closed that day. This is a ten week course.

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Office Hours: By appointment and before and after class.

THEMES: There is nothing so practical in life as a good theory

   John Dewey

   What I have been proposing from my political convictions,
   My philosophical convictions, is a profound respect for the
   Autonomy of the educator. What I have been proposing is a
   Profound respect for the cultural identity of the students—a cultural
   Identity that implies respect for the language of the other, the color of
   the other, the gender of the other, the class of the other, the orientation
   of the other, the intellectual capacity of the other, that implies the ability
   to stimulate the creativity of the other. But these things take place in a
   Social and historical context and not in pure air. These things take
   place in history and I, Paulo Freire, am not the owner of history.
   Paulo Freire

   The very definition of an intellectual comprises a person who
   necessarily is entangled in the politics and major
   decisions of society. Thus, the point is not whether or not an intellectual
   has a presence in political life. Rather the point is what should the role
   of an intellectual be in the present state of the world, in order that he or
   she would reach the most decisive, authentic, accurate results.
   Michel Foucault
The Theoretical Frame of the College

The College of Education CAREs:

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Equity/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

How this framework connects to the current class:

In this course, learners will conduct reading, writing, and research with the spirit of excellence in technique, collaboration with participants, and with an awareness of finding the stories and voices of those usually on the margins of a given social group.

PURPOSE: The purpose of this seminar is to read, reflect upon and discuss current issues in curriculum and instruction in this the postmodern era. Current legislation such as the NCLB act has dramatically affected curriculum in schools. Likewise popular culture has influenced the curriculum, teaching, and all involved in education. Understanding the social context of the postmodern era as well as the ethical and social implications of legislation, popular culture and schooling will by definition include reflection on race, class and gender issues as well as the importance of understanding the place of technology in our daily lives. False information handed down in schools and society will be examined through examination of critical pedagogy and its applications. The history of major misinformation is reviewed and presented in our second text, Lies My Teacher Told Me. We will use both texts to view our own pedagogy and work in our respective disciplines.

LEARNING OBJECTIVES:

This course is designed to:

1. Introduce students to selected foundational concepts, issues, and writers in curriculum in the postmodern era specifically critical pedagogy.
2. Present the philosophical underpinnings and connections between postmodern approaches to curriculum development.
3. Enable students to read, write, reflect upon and discuss key issues and trends in curriculum, instruction, and assessment particularly in reference to race, class and gender the major issues affecting curriculum today.
4. Enable students to construct a bibliography of library and electronic sources related to curriculum issues of their choice for the basis of their research paper for this course.

5. Enable students to demonstrate research, analytical and writing skills related to curriculum, effects of NCLB and testing, popular culture and the media and subsequent effects on curriculum.

6. Require students to demonstrate computer skills in terms of data retrieval through the www library resources and other electronic media, establish a REF works account and retrieve full text journal articles and Experience blogging on these topics through the Paulo and Nita Freire International Center for Critical Pedagogy at:  http://freire.mcgill.ca/

7. Enable students to identify key issues in curriculum such as assessment versus testing issues, popular culture and curriculum, violence in society and curriculum, collaborative leadership and partnerships with the community.

METHODS OF INSTRUCTION: Methods will include but are not limited to:

1. Guest speaker and film.

2. Assigned reading and reflective journal

3. Lectures as needed

4. Small and large group activity and discussion

5. Class presentations and discussion

6. Individual projects including library searches and electronic data retrieval

7. Written paper and reflective journal

REQUIRED READINGS:


NOTE: in this text we will read multiple chapters in common and you select one other chapter to read:

READ IN COMMON: Preface, Introduction, Chapters 1,5,7,9,13,15, 17,20
SELECT ANY OTHER ONE CHAPTER OF RELEVANCE TO YOUR WORK.


In class readings as assigned.
Blogging as assigned.

CHECK BLACKBOARD REGULARLY

STUDENT ASSESSMENT AND EVALUATION:

Use of technology 10 Takes place during Library Session
Includes showing evidence of at least one blog entry and response on the subject matter of
Our texts:

Class Presentation 25
Reflective Paper-midterm 25
Must show awareness of diversity
Final Paper/Project 40
Must show awareness of diversity

GRADING:

100-95 A
94-90 A-
89-87 B+
86-81 B
80-79 B-
Below 79 C

IN CLASS REQUIREMENTS:

Attendance, active involvement and participation in class in small groups, large group
discussion. All readings and assignments, one in class presentation, one short paper/ or
reflections, one more extensive paper/project. All courtesy and etiquette for a seminar
format will be honored. If a student misses any class, the student must do at least a one
page reflection on the reading for that class
Each student is allowed only one absence during the 10 week period of a three hour
nature. If a student misses more than one class, the result will be a grade no higher than
B+.

The entire class will also have a Library session in which each student must demonstrate
the ability to access full text journals on line, retrieve information from ERIC,
Psychology Abstracts, or Dissertation Abstracts and construct a REF WORKS account
for continual usage. The more one is able to use the library; the better prepared for the
research, writing and dissertation process.

Written Requirements:
Students will be assessed and evaluated on **two major writing samples, graded, and one technology proficiency assignment (takes place during library session)** graded Pass/Fail:

1. **Mid Term Paper: Curriculum Issue:** Select a topic related to our seminar in the area of Curriculum and critical pedagogy and in your field of study and write a paper of 7-10 pages. Be sure to refer to our texts in your paper with appropriate citations. Particular focus should evolve from any one of the chapters in our Critical pedagogy text. User at least five references to the text.

   **Or**

   **The Pedagogical Letter Option:** Also 7-10 pages, also 5 references from the text minimum.

One of Paulo’s favorite formats of communication was through letters. He described in these letters his political, sociological, ideological, philosophical, and contextual beliefs, values and ideas. Most of his final text, *Pedagogy of Indignation*, evolved and is generated from these pedagogical letters over the course of a lifetime. These letters contained his hope his emotions, and his sensibility. This option as a final or mid-term assignment for the course asks that you do the same.

**The Letter:**

1. Select someone you would like to write to and explain your critical pedagogical beliefs regarding an educational issue you care about, and how you apply these beliefs in your everyday world. For example, some students have written to their own children, their grandparent, a spouse, a significant other, another student or some historical figure, like Mother Jones or Eleanor Roosevelt, or someone who has inspired the writer. Some have written to Paulo Freire himself or one of the authors in our text, *Critical Pedagogy: Where are we now?* Spend time thinking and writing.

2. Share your letter with your group or someone in class.

3. Be prepared to have a one page handout for distribution to the class stressing the major points of your letter and the reference to our text when appropriate.

Be prepared to share the ideas from this paper or letter if you like with the class in your in class presentation. **YOU select which paper you wish to report on to the class mid term or final.**
Have a one-page handout to distribute to each class member and the instructor. This paper is due the sixth week of class. You may select to report on either this paper or the final paper to the group (15 minutes). Be sure to have a one-page handout for all in class with your name, title of the work, etc., and of course, your own name and email.

2. **Final Paper/Project**: Second major assignment. Develop your earlier paper more extensively and go deeper into your selected topic, or select a new area to write about continuing our study of issues in curriculum. This may evolve from our 2nd text, *Lies My Teacher Told Me* through the eyes of critical pedagogy, or a self-identified theoretical frame. Due on the final class. Those who wish to report on their final piece must have, as above, a one-page handout for all in class. At least five references from any of our texts. Connect your work to the texts. Depending on how many students we have in class, your report may be up to 15 minutes.

**COURSE TIME LINE AND AGENDA**

Pace yourself on your reading. Allow for about 50-75 pages per week or so to get deeply into the texts. Estimate about three weeks for each text.

For each class, we will do fifteen minutes of writing starting with class Two.

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<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ASSIGNMENT/PREPARATION</th>
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| 1       | Introductions  
Course expectations  
Intro to Postmodernism  
Critical pedagogy | Begin Critical Pedagogy first part of the reading  
Preface, Intro, Chapters 1,5,7 |
| 2       | Postmodernism and Small group extended discussion  
Of critical pedagogy and diversity  
Problems in Texas and Florida with Testing | Continue, CP, Chapters 9,13,15 |
| 3       | Curriculum Dev  
Democracy, Diversity  
Pop Culture and Media effects  
On schools, students, society | Continue, CP, Chapters 17,20 |
| 4       | Curriculum for the  
Technology Integration  
Individual examples of | Complete all assigned chapters and one other of your choice. |
**Authentic Assessment**  
Social justice implications of testing and assessment  
**Potential related Film TBA**

| Standards and Criteria | End class presentations | Complete CP by week 5  
|------------------------|--------------------------|----------------------  
| Reflective Journal     | Begin Lies My teacher told me.  
| Applications for       | Chapters 1-4.  
| Authentic Assessment   | First paper due on week #6.  
| Collaborative Leadership| Library session this week., #6.  
|                         | Major issues of Collateral Damage  

| 5.6. | All work continues | Continue LMTTM Chapters 5-9  
|      | Major issues of LMTTM | Then, Chapter 10-13  
|      | All work due on final class | Wrap up of all readings and assignments  
|      | Continue each week with class | Presentations; complete by final class  

**ON LINE CURRICULUM DISCUSSION GROUPS**

There are numerous on line curriculum and assessment NCLB and popular culture sites. If you show evidence of participating in any of these, and share this with the class, you will receive extra credit.

**WEB SITES ON CURRICULUM THAT MAY BE HELPFUL FOR YOU**

Key websites for Curriculum Studies:

2. [www.michel-foucault.com](http://www.michel-foucault.com)
5. About the problems with high stakes testing: [http://www.alfiekohn.org/index.html](http://www.alfiekohn.org/index.html)
6. Campaigns against NCLB especially the students view, here is the new site for Students Against Testing: http://www.nomoretests.com/

7. www.fairtest.org

The most comprehensive site for all things regarding action against high stakes testing and NCLB including state by state coordinators and sample letters

BEFORE THE 2ND CLASS PLEASE VIEW THIS PIECE:

www.shifthappens.wikispaces.com VIEW the “Did you know?” piece. We will discuss this in class.

Evaluation of your Writing Rubric:

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<th>Exceeds the standard</th>
<th>Meets the Standards</th>
<th>Is below Standard</th>
<th>Rewrite</th>
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1. The title captures the meaning of the work and is reflective of a theme
   Concepts are clear, major themes found, and explained

2. An introduction to the piece adequately captures meaning, content, and the data

3. Adequate information is presented and all questions are adequately addressed.

4. Report contains purpose of the work, questions raised by the topic, evidence from the literature to support the work, solid conclusions and recommendations for the future,

5. Report is submitted, typed, double spaced, APA style, appropriate support data such as figures, graphs, illustrations, photos, etc. (writer’s choice of at least one)

PLAGIARISM
Copying someone else’s work is a very serious offense and can bring about a student’s removal from the program and the university. You plagiarize when, intentionally or not, you use someone else’s words or ideas without giving them credit. Quotation marks should be used whenever you are using the exact words of another author. Square brackets and ellipses should be used to indicate any words that are deleted from the original material. Summarizing a passage from another source or rearranging the order of a sentence or sentences is paraphrasing. Every time you paraphrase the work of another author, you should give credit to the author by citing. If you are using someone else’s ideas, you must give them credit as early as possible in your text. In this course, if you are found guilty of plagiarism, you may receive an F (Failure) in this course and be dropped from the program. The University belongs to a plagiarism checking online system.

In addition the following are examples of types of plagiarism.

a. Fraud: outright purchase or copying of an entire paper, perhaps with a new introduction and conclusion added. In some cases, such copying may entail copyright infringement.

b. Substantial plagiarism: widespread or considerable borrowing of material, possibly the entire text, passing off borrowed passages as original, failure to indicate quoted evidence or give bibliographical sources or other appropriate credit.

c. Incidental plagiarism: small-scale borrowing, copying, downloading, or insertion without appropriate quotation, credit, or acknowledgement.

In this course, if you are found guilty of plagiarism, you will receive an F and be dropped from the program. See also the USF guidelines on this in the Graduate School Policies and Procedures manual, 2006-07.

In addition if more than one person has the identical INDIVIDUAL paper, all will be found guilty of academic dishonesty, receive the grade of “F” and be dismissed from the program. Likewise, if a student submits the exact same paper for more than one class, that will be considered academic dishonesty, and result in an “F”, unless prior approval is obtained from both instructors.

STRIVE FOR HONESTY, INTEGRITY, AUTHENTICITY AND ETHICAL BEHAVIOR. DO NOT PUT YOURSELF IN JEOPARDY.

THIS SYLLABUS STANDS AS A BINDING SOCIAL CONTRACT.

Note that the university belongs to several plagiarism checking websites and suspicious papers will be sent to those sites.
Case Study in Plagiarism
For discussion and written reflection

Directions: Please read this case example. Read the questions following it. Write two pages of reactions and reflections on the case. When the class is ready we will share our thoughts with the group.

Case One: “Gee I have no idea why my paper matches every word from a paper on the Web”

This is an actual recent case. A graduate student, John Doe, was known as a mediocre writer and barely average student. He was a high school teacher in a major city school system. He openly stated he hated teaching and that is why he wanted to be a principal. At the mid term of a curriculum class, he handed in a paper so well written, the professor of the class knew it could not possibly be his paper. So the professor took the title of the paper and the first line of the paper and sent it to www.turnitin.com, which at that time was the university’s contracted check point for suspicious papers. Within a few minutes, the professor found the paper on the web, what the student paid for the paper and later even found the credit card receipt in the exact amount of money paid for that paper. When confronted by the professor of the class and the Chair of the department, all Mr. Doe could say is, “gee, I have no idea why my paper matches every word of the paper on the web”, and “I have no idea how they got my credit card number”. Mr. Doe earned the grade of “F”. As the policy was clearly noted on the syllabus, all the handbooks for students, graduate students and members of the university community, the student was expelled from the program and the university. The student threatened the professor who happened to be a second degree black belt expert in Karate. The student then withdrew his threat.

Questions for Discussion:

1. In your opinion, what are some of the ethical principles involved in this case? Explain.
2. What do you think of the student’s behavior?
3. Should this type of person be considered for the role of principal? Explain.
4. Should anyone else know about the perpetrator’s dishonesty?
5. Do you think the university has any further responsibility in this matter? Explain. Do those aware of the dishonesty bear any responsibility toward the profession of teaching?

ETTIQUETTE AND NETIQUETTE

Be respectful of your classmates. Not all students may share your views, so listen carefully and respond in a way that permits difference of opinion to exist. All class
etiquette standards apply. Put into practice Freire’s respect for one another. If you insult someone in class, be sure to apologize before you leave class.

**Netiquette is etiquette on the web and on blackboard.** All standard etiquette applies as well as the following:

1. Do not send any information out under another person’s name. Use your own name only.
2. When you send an email begin with a courteous salutation such as Good Morning, Good Afternoon, or Dear Jane Doe. Likewise end your email with a sign off and your name. For example, Thanks, (your name) or Best Wishes, Warm regards, etc. It is confusing for some to receive an email with no identification.
3. Remember that email is forever. Think before you write.
4. Avoid naming a person in your emails, for example, Jane Doe said such and such. Instead depersonalize it with something like, a person who had responsibility once said X.
5. Also, if you insult your class members or the professor or both, please be sure to make amends with an apology.

**ATTENDANCE AND LATENESS POLICY**

Regular attendance and on-time arrival in each class is expected. It is, however, the responsibility of the student to discuss with the instructor in advance the reason for an absence. The student must call or e-mail the instructor ahead of time if an absence is
necessary. It is the student’s responsibility to arrange with a fellow student to get copies
of handouts, notes and adjustments in assignments. Absences or chronic tardiness may
have an adverse effect on a student’s grade. Only one absence is allowed but the student
must still write a minimum of one page of reflections on the assigned reading for the
class which has been missed. A second absence will result in a lower final grade.

**ADA Statement:**  *Students with disabilities are responsible for registering with the
Office of Student Disabilities Services in order to receive special accommodations
and services. Please notify the instructor during the first week of classes if a
reasonable accommodation for a disability is needed for this course. A letter from
the USF Disability Services Office must accompany this request.*

**USF Policy on Religious Observances:** *All students have a right to expect that the
University will reasonably accommodate their religious observances, practices and
beliefs. Students are expected to notify the instructor in writing by the second class if
they intend to be absent for a class or announced examination, in accordance with
this policy.*

**SOCIAL CONTRACT IN GOOD FAITH**

By registering for this course you have agreed to following social contract in good faith:
1. To complete all assignments
2. To show up for all classes
3. To take an active part in discussions
4. Active means contributions at least once per week in small and large group Activities
Dates for in Class presentations may begin as early as week six.

Your date for presentation is _______________________________.

Have your handouts for all class members

CLASS REMINDERS: Use this space for notes to yourself.

Notes and Reminders: