“You have to have a theory to pick up a rock.”
David Berliner

Course Purpose and Objectives:
The purpose of this course is to examine and critically analyze major theoretical perspectives in curriculum theory and in the process become more reflective and purposeful about our work as educators:

Students will:
  a. Describe and analyze the importance, nature and function of theory in curriculum discourse and development;
  b. Describe and reflect upon the four dominant orientations to curriculum theory and their variants;
  c. Analyze and reflect upon the prominent curriculum issues and reform initiatives in education today;
  d. Develop personal perspectives/positions on the models, issues, ideas, and relationships contained in the above course objectives;
  e. Develop a greater understanding of how to engage in supportive, critical, and productive inquiry of issues with others.

SIUC Teacher Education Conceptual Framework:
While this is a doctoral seminar, this course focuses on the theories that have been created around U.S. public school curriculum. The SIUC conceptual framework of becoming a reflective educator encompasses the course purpose of becoming more knowledgeable and critically thoughtful about curriculum theory.

The professional dispositions expected of every student in the COEHS:
The candidate demonstrates professionalism (P):
1. Dependability and reliability
2. Honesty, trustworthiness, ethics
3. Enthusiasm, love of learning and commitment to the profession

The candidate values human diversity (D):
1. Shows respect and sensitivity to the learning needs and abilities of all individuals
2. Shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
3. Strives for best practices to address diverse learning needs and abilities of all individuals
4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
5. Collaborates with diverse peers, professional colleagues, staff and families
The candidate engages in **professional development** (PD):
1. Engages in ongoing acquisition of knowledge
2. Engages in development of research-based practices
3. Assesses own performance and reflects on needed improvements

**Course Requirements:**
This is a required doctoral seminar. Preparation for class, attendance, and participation are expected. Be sure to let the instructor know in advance of class of emergencies or illness.

Seminars will consist primarily of discussion of ideas found in the readings. Each student will write a Reflective Essay on a topic to be chosen in class. The topics will focus on issues discussed in class. If a student wishes to select a curriculum issue that is not included in the course syllabus, the instructor must approve it. Possible topics/issues and the criteria for the Reflective Paper will be distributed no later than the September 24 class session. The Reflective Essay will be due on December 3. Each student will present no more than a 10-15 minute overview of his or her Reflective Essay on either November 26 or December 3.

**Grading Criteria:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflective Essays</td>
<td>30%</td>
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<tr>
<td>Oral Presentation</td>
<td>5%</td>
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<td>Mid Term Exam</td>
<td>30%</td>
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<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Reference</th>
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<tbody>
<tr>
<td>August 19</td>
<td>Introduction Overview of Course &amp; Syllabus</td>
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<tr>
<td>August 26</td>
<td>Introduction to Curriculum Ideologies</td>
<td>Ch. 1</td>
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<td></td>
<td>Definitions of Curriculum</td>
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<td>Class Access thru D2L for 8/26</td>
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<td>September 2</td>
<td>Curriculum Theory</td>
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<td>Aims, Goals &amp; Objectives of Curriculum</td>
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<td>September 9</td>
<td>Historical Foundations of Curriculum</td>
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<td>September 16</td>
<td>Philosophical Foundations of Curriculum</td>
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<td>September 23</td>
<td>Psychological Foundations of Curriculum</td>
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<td>September 30</td>
<td>Social Foundations</td>
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<td>Issues of Gender &amp; Race</td>
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<td>October 7</td>
<td>Scholar Academic Ideology</td>
<td>Ch. 2</td>
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<td></td>
<td><em>The Anti-Content Mindset: The Root Cause of the “Math Wars.”</em></td>
<td><a href="http://www.wgquirk.com/content.html">http://www.wgquirk.com/content.html</a></td>
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<tr>
<td>October 14</td>
<td>Fall Break – No Class</td>
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October 21  Social Efficiency Ideology  Ch. 3
October 28  Learner Center Ideology  Ch. 4
           Sud Valley School Website  http://www.sudval.org
November 4  Social Reconstruction Ideology  Ch. 5
           Rethinking Schools website  http://www.rethinkingschools.org/publication/index.shtml
November 11  Veteran’s Day
November 18  Comparative Overview of Curriculum  Ch. 6
            Ideologies
November 25  Social/Political Issues Impacting Curriculum
November 26  Student Presentations
December 2  Student Presentations
            Reflective Paper Due
December 9  Final Exam


**Selected Bibliography**


