

## **Syllabus EDUC 609: Curriculum Development and Evaluation Section 001 – Fall 2002**

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Meeting Time and Location: Wednesdays 9am-12noon; Room 2218 SEB

Office Hours: Thursdays, 10am-12noon; other times by appointment.

### ***Overview and Goals***

The purpose of this course is to provide students with an opportunity to deepen their understanding of the United States school curriculum, by focusing on scholarly work that have shaped the notions of curriculum used by the educational community and by considering curriculum artifacts available for school teachers. As a byproduct, students will have an opportunity to get acquainted with theoretical underpinnings of curriculum and to develop strategies to evaluate school curriculum.

There will be a strong emphasis on the historical developments on curriculum but there will be opportunities to get acquainted with modern views of the field. The main textbooks are comprehensive but will be complemented with readings from many of the authors cited in the books and from others who have made contributions to the notion of curriculum within particular school subject areas (e.g., mathematics, sciences, social science, literacy, etc.).

Because this course is intended for graduate students who may be interested both in research and practice, there will be opportunities for students to consider the relationship between curriculum theory and research, design, evaluation, and policy. We will examine the ways in which curriculum research, and research in the subject areas in particular, informs design and policy and the ways in which curricular programs and policies affect practice and research.

### ***Expectations and Grading Policy***

This 3-credit course is organized as a seminar format, in which the essential feature will be the active discussion of topics by all the attendees. Students are expected to attend all class sessions, to complete course readings prior to the class for which they are assigned, to write a reflection memo based on the readings, and participate actively in the discussions. Students are advised to inform the instructor, preferably in advance, of absences.

Reading is a critical component of the course; as a graduate level course and the reading load is substantial. It is expected that students will come to class having read the assigned material thoroughly and thoughtfully and that they be willing to share their understandings of the readings in order to contribute to the learning of all class members. To aid students in focusing their readings, overarching questions are included in the week-by-week schedule.

### *Special forms of participation*

*Reflection memos:* Each student is responsible for writing a thoughtful—yet brief—summary of the readings for the day including questions that remained unanswered after the reading or that emerged from the readings and distribute them to the other participants by 3:00pm Monday, prior to the class. The reflection memos will be under a page long, typed in a 12-point font, single spaced, and posted electronically to the course list. These memos will provide us with a first entry for discussions during class.

*Examine a non-standard piece of curriculum:* Each student will present the result of an examination of a non-standard piece of curriculum, such as a video, drama, software, musical production—in general, an element that may not come in the form of a textbook—in any subject of interest and make a contrast with a comparable piece taken from a different school subject matter. Students are encouraged to work in pairs for this examination as a way to contrast approaches and media and share expertise in different subject areas. The students will distribute a brief (1-2 pages) written summary of the contrast to the class and give a 10-15 minute presentation on their findings on **November 13<sup>th</sup>**. Examples and details will be provided early in the term and there will be time during the session on **October 2<sup>nd</sup>** for pairs to organize their work.

*Book review:* Each student will select a piece from the list provided and write a full review including a comparison between the main points made in the piece and the rendering made in the course textbooks, and a final recommendation for others about the value of reading the piece. Students will report on the pieces read in special sessions. The review should not exceed 8 pages (font size 12 and double-spaced) and will be due on the day the piece is presented. Students are advised to talk to the instructor about their choices.

*Defining curriculum:* One of the most important outcomes of the course is for students to build a definition, both theoretical and practical of curriculum that will assist them in their thinking about curriculum issues. The students will write a short paper in which they put forward their preferred definition, offering a clear contrast with other definitions considered in the course, and including an argument of its applicability and usefulness with an illustration of how the definition fits the student's purposes. The result will be a written paper (about 15 pages long, font size 12, double-spaced), due on December 4<sup>th</sup>. December 4<sup>th</sup> and 11<sup>th</sup> will be devoted to the presentation and discussion of the various definitions.

### *Final grade*

A letter grade (A, B, etc.) will be assigned on the basis of instructors' judgement that weighs approximately equally the four forms of participation described above. A grade of A will be given to students who besides complying with the assignments and deadlines provide thoughtful, creative, and original contributions to the class, provide evidence of deep understanding of the material, and indications that are beginning their own lines of inquiry. A grade of B will be given when students comply with assignments showing a partial understanding of the readings or the assignments, or do not suggest or advance original interpretations or innovative lines of inquiry. A grade of C will be given when students comply unevenly with assignments and show partial understanding the readings or assignments. A

failing grade will be given when students do not comply with the assignments, deadlines, or fail to participate actively in understanding the material or prevent other members of the class to accomplish the course goals.

### ***Textbook and Other Readings***

There are two required textbooks for the course:

- Pinar, William; Reynolds, William; Slattery, Patrick; & Taubman, Peter. (2000). *Understanding Curriculum*. Peter Lang: New York.
- Eisner, Elliot. (2002). *The educational imagination*. (3<sup>rd</sup> Ed). Upper Saddle River, NJ: Merrill/Prentice Hall.

These books will be available at Ulrich's Bookstore, 549 E. University. Phone: 662-3201.

The students will select the piece (or pieces by author) for reviewing from the following list (I will be able to borrow them; but the original texts can be obtained in the library):

Bobbitt, F. (1918). *The curriculum*. Boston: Houghton Mifflin.

Dewey, J. (1897). Ethical principles underlying education. In C. A. McMurry (Ed.), *The third yearbook of the National Herbart Society* (pp. 7-34). Chicago: University of Chicago Press.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

Herbart, J. F. (1896). The aim of education, *The science of education* (pp. 94-121). Boston: D. C. Heath.

Herbart, J. F. (1896). Many sidedness of interest, *The science of education* (pp. 122-199). Boston: D. C. Heath.

Herbart, J. F. (1896). Moral strength of character, *The science of education* (pp. 200-268). Boston: D. C. Heath.

Herbart, J. F. (1896). Synopsis of general pedagogics from the point of view of age, *Outlines of educational doctrine* (pp. 198-218). New York: Macmillan.

Kilpatrick, W. H. (1936). *Remaking the curriculum*. New York: Newson & Company.

Kliebard, H. (1986). *The struggle for the American curriculum: 1893-1958*. New York: Routledge.

McMurry, C. A. (1914). Three pairs of dual principles in education, *Conflicting principles in teaching and how to adjust them* (pp. 261-281). Boston: Houghton Mifflin.

McMurry, C. A. (1923). Typical life projects and illustrations, *How to organize the curriculum* (pp. 120-184). New York: Macmillan.

Peddiwell, J. A. (1939). (*Pseudonym for Harold Benjamin*) *The saber-tooth curriculum*. New York: McGraw-Hill.

Schwab, J. J. (1978). Education and the structure of the disciplines. In I. Westbury & N. J. Wilkof (Eds.), *Science, curriculum, and liberal education* (pp. 229-272). Chicago: The University of Chicago Press.

Schwab, J. J. (1978). Testing and the curriculum. In I. Westbury & N. J. Wilkof (Eds.), *Science, curriculum, and liberal education* (pp. 275-286). Chicago: The University of Chicago Press.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Whitehead, A. N. (1929). *The aims of education*. New York: New American Library.

Finally, other readings—journal articles, chapters from reports and books, preprints and reprints—are assigned throughout the semester. A list of assigned readings for each week is contained in this syllabus. The readings may be obtained by locating the source document in one of the campus libraries. Alternatively, students may make their own copies from an available set that is located in Erika Beck's office, 4202.

## Sessions

#	Date	Content
1	September 4	Introductions, Questions, Activities
2	September 11	<p>Historical underpinnings of curriculum. Read</p> <ul style="list-style-type: none"> <li>• Pinar et al. Chapter 2: Understanding curriculum as historical text, Creation and transformation; Sections I, II, &amp; III.</li> <li>• Yale Report. (1829). Original papers in relation to a course of liberal education. <i>American Journal of Sciences and Arts</i>, 15, 297-340.</li> <li>• National-Education-Association. (1918). <i>Cardinal principles of secondary education. Bulletin # 35</i>. Washington: Department of Interior, Bureau of Education.</li> </ul> <p>Focus question: What is curriculum?</p>
3	September 18	<p>Read</p> <ul style="list-style-type: none"> <li>• Pinar et al. Chapter 2: Understanding curriculum as historical text, Creation and transformation; Sections IV to VII.</li> <li>• Jackson, Philip W. (1992). <i>Handbook of research on curriculum</i>. New York: Macmillan; Part I</li> </ul> <p>Focus question: What are (should be) the aims of a curriculum?</p>
4	September 25	<p>Read</p> <ul style="list-style-type: none"> <li>• Pinar et al. Chapter 3: Understanding curriculum as historical text, Crisis, transformation, crisis; Sections I to IV.</li> </ul> <p>Report on <b>John Dewey</b> (Ryan Holmes) &amp; <b>Franklin Bobbitt</b> (Sarah Frantom &amp; Katy Alarcón-Adams)</p> <p>Focus question: Who are the beneficiaries of the curriculum?</p>
5	October 2	<p>Read</p> <ul style="list-style-type: none"> <li>• Pinar et al. Chapter 3: Understanding curriculum as historical text, Crisis, transformation, crisis; Sections V to VIII.</li> <li>• Jackson, Philip W. (1992). <i>Handbook of research on curriculum</i>. New York: Macmillan; Part II</li> </ul> <p>Work in pairs for contrast project.</p> <p>Focus question: Whose interests does curriculum serve?</p>
6	October 9	<p>Read:</p> <ul style="list-style-type: none"> <li>• Pinar et al. Chapter 4: Understanding curriculum as historical text, Reconceptualization of the field; Sections I to V</li> <li>• Jackson, Philip W. (1992). <i>Handbook of research on curriculum</i>. New York: Macmillan; Part III</li> </ul> <p>Report on book reviews: <b>R. W. Tyler</b> (Amanda Edmonds)</p> <p>Focus question: For what kind of future is the curriculum explicitly or implicitly preparing students?</p>

#	Date	Content
7	October 16	<p>Read</p> <ul style="list-style-type: none"> <li>Pinar et al. Chapter 4: Understanding curriculum as historical text, Reconceptualization of the field; Sections VI to X.</li> </ul> <p>Report on book reviews: <b>H. Kliebard</b> (Laura Cavaliere) &amp; <b>J. J. Schwab</b> (Hetal Patel)</p> <p>Focus question: What conception of good life is implied by the curriculum?</p>
8	October 23	<p>Textbooks and Curriculum: Read</p> <ul style="list-style-type: none"> <li>Tanner, D. (1999). The textbook controversies. In M. J. Early &amp; K. J. Rehage (Eds.), <i>Issues in curriculum: A selection of chapter form past NSSE yearbooks. Ninety-eighth yearbook of the National Society for the Study of Education</i> (pp. 115-140). Chicago: University of Chicago Press;</li> <li>Venezky, R. L. (1992). Textbooks in school and society, <i>Handbook of research on curriculum</i> (pp. 436-461). New York: Macmillan.</li> </ul> <p>And one from</p> <ul style="list-style-type: none"> <li>Kerr, S. T. (1989). Pale screens: Teachers and electronic texts. In P. W. Jackson &amp; S. Horoutunian-Gordon (Eds.), <i>From Socrates to software: The teacher as text and the text as teacher. Eighty-ninth yearbook of the National Society for the Study of Education, Part I</i> (pp. 202-223). Chicago: University of Chicago Press.</li> <li>Elliot, D. L., &amp; Woodward, A. (1990). Textbooks, curriculum, and school improvement. In D. L. Elliot &amp; A. Woodward (Eds.), <i>Textbooks and schooling in the United States. Eighty-ninth yearbook of the National Society for the Study of Education. Part I</i> (pp. 222-232). Chicago, IL: University of Chicago Press.</li> <li>Elliot, D. L. (1990). Textbooks and the curriculum in the postwar era: 1950-1980 In D. L. Elliot &amp; A. Woodward (Eds.), <i>Textbooks and schooling in the United States. Eighty-ninth yearbook of the National Society for the Study of Education</i> (Vol. 1, pp. 42-55). Chicago, IL: University of Chicago Press.</li> </ul> <p>Focus question: What purposes serve additional resources in shaping the curriculum?</p> <p>Mid-term course evaluation of instructor (by CRLT)</p>
9	October 30	<p>“Modern” Conceptions of Curriculum. Read</p> <ul style="list-style-type: none"> <li>Eisner: Chapter 4: The three curricula that all schools teach</li> <li>Eisner: Chapter 5: Educational aims, objectives, and other aspirations</li> </ul> <p>And one from:</p> <ul style="list-style-type: none"> <li>Eisner, E. W., &amp; Vallance, E. (1974). Five conceptions of curriculum: Their roots and implications for curriculum planning. In E. W. Eisner &amp; E. Vallance (Eds.), <i>Conflicting conceptions of curriculum</i> (pp. 1-18). Berkley, CA: McCutchan Publishing.</li> <li>Hirst, P. H., &amp; Peters, R. S. (1974). The curriculum. In E. W. Eisner &amp; E. Vallance (Eds.), <i>Conflicting conceptions of curriculum</i> (pp. 176-191). Berkley, CA: McCutchan Publishing.</li> </ul> <p>Focus question: What is worth knowing and what is worth experiencing?</p>

#	Date	Content
10	November 6	<p>Curriculum Planning. Read</p> <ul style="list-style-type: none"> <li>Eisner, Chapter 6: Dimensions of curriculum planning</li> <li>Eisner, Chapter 7: On the art of teaching.</li> <li>Bloom, B. (1994). Reflections on the development and use of the taxonomy. In L. W. Anderson &amp; L. A. Sosniak (Eds.), <i>Bloom's taxonomy: A forty-year retrospective, Ninety-third yearbook of the National Society for the Study of Education</i> (pp. 1-27). Chicago: University of Chicago Press.</li> </ul> <p>And one from</p> <ul style="list-style-type: none"> <li>Krathwohl, D. R. (1994). Reflections on the taxonomy. In L. W. Anderson &amp; L. A. Sosniak (Eds.), <i>Bloom's taxonomy: A forty-year retrospective, Ninety-third yearbook of the National Society for the Study of Education</i> (pp. 181-202). Chicago: University of Chicago Press.</li> <li>Sosniak, L. A. (1994). The taxonomy, curriculum, and their relations. In L. W. Anderson &amp; L. A. Sosniak (Eds.), <i>Bloom's taxonomy: A forty-year retrospective, Ninety-third yearbook of the National Society for the Study of Education</i> (pp. 103-125). Chicago: University of Chicago Press.</li> <li>Vallance, E. (1999). Ways of knowing and curricular conceptions: Implications for program planning. In M. J. Early &amp; K. J. Rehage (Eds.), <i>Issues in curriculum: A selection of chapter form past NSSE yearbooks. Ninety-eighth yearbook of the National Society for the Study of Education</i> (pp. 51-69). Chicago: University of Chicago Press.</li> </ul> <p>Focus question: What kind of relationships among school participants are best for enacting the curriculum</p>
11	November 13	<p>Non-standard curricula presentations</p> <p>Focus question: What are the purposes of additional resources in shaping the curriculum?</p>
12	November 20	<p>Curriculum Evaluation: Read</p> <ul style="list-style-type: none"> <li>Eisner, Chapter 8: The functions and forms of evaluation</li> <li>Eisner Chapter 9: Reshaping assessment in education</li> </ul> <p>One from:</p> <ul style="list-style-type: none"> <li>Peshkin, A. (1992). The relationship between culture and curriculum: A many fitting thing, <i>Handbook of research on curriculum</i> (pp. 248-267). New York: Macmillan.</li> <li>Madaus, G. F., &amp; Kellaghan, T. (1992). Curriculum evaluation and assessment, <i>Handbook of research on curriculum</i> (pp. 119-154). New York: Macmillan.</li> </ul> <p>And one from</p> <ul style="list-style-type: none"> <li>Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. Gagne, &amp; M. Scriven (Eds.), <i>Perspectives of curriculum evaluation</i> (pp. 39-83). Chicago: Rand McNally.</li> <li>Taba, H. (1962). Evaluation of the outcomes of curricula, <i>Curriculum development: Theory and practice</i> (pp. 310-342). New York: Harcourt, Brace, &amp; World</li> </ul> <p>Focus question: What is the relationship between the knowledge embedded in the curriculum and those enacting it?</p>

#	Date	Content
13	November 27	<p>The Reform Movements. Read</p> <ul style="list-style-type: none"> <li>Eisner Chapter 13: Summing up some of the major points.</li> <li>Sleeter, C. E. (1999). Curriculum controversies in multicultural education. In M. J. Early &amp; K. J. Rehg (Eds.), <i>Issues in curriculum: A selection of chapter form past NSSE yearbooks. Ninety-eight yearbook of the National Society for the Study of Education</i> (pp. 257-280). Chicago: University of Chicago Press.</li> <li>Spillane, J. P. (2001). Challenging instruction for “all students:” Policy, practitioners, and practice. In S. Fuhrman (Ed.), <i>From the capitol to the classroom: Standards-based reform in the States. One-hundredth yearbook of the National Society for the Study of Education</i> (pp. 217-241). Chicago: University of Chicago Press.</li> <li>Wilson, S. M., &amp; Floden, R. E. (2001). Hedging bets: Standards-based reform in classrooms. In S. Fuhrman (Ed.), <i>From the capitol to the classroom: Standards-based reform in the States. One-hundredth yearbook of the National Society for the Study of Education</i> (pp. 193-216). Chicago: University of Chicago Press.</li> </ul> <p>Focus question: What stand does the curriculum take on questions of diversity and democracy?</p>
14/ 15	December 4 & 11	<p>More on Reform: Highlights of the reform movements, Science, Mathematics, Literacy, and Social Sciences...</p> <p>Students’ Presentations</p> <p>Focus question: What is curriculum?</p>