COURSE SYLLABUS

C&T 709: FOUNDATIONS OF CURRICULUM AND TEACHING

Fall 2010

Line #24507, Thursday 4:30-7:00 PM

146 JRP Hall

Faculty: Philip McKnight
Professor of Curriculum & Teaching; Humanities & Western Civilization
441 J.R. Pearson Hall
Dept. Office: 321 JRP Hall
785-865-9679

Course Purpose:
(1) To help you refine your understanding of alternatives related to your decisions about what you teach, how you organize knowledge for instruction, and how you go about imparting this knowledge to students.

(2) To help you increase your awareness of ethical issues in our society and our lives that affect the decisions we make as professionals and as human beings.

Course Objectives:
(1) To present appropriate theoretical and historical knowledge about curricular, instructional, and ethical concepts and problems.

(2) To provide useful work to help you acquire greater proficiency for making decisions about curricular and instructional alternatives and ethical problems concerning your teaching.

Instruction:
(1) Lectures

(2) Commentaries after team presentations.

(3) Team presentations about texts. Please prepare an outline which relates it to the appropriate Tyler section(s) of your presentation.

(4) Homework (independent study)- given the constraints of our schedule, and because most learning is home-made, most of your effort must be out of class. Classes provide others’ frames of reference, insights, and experiences. The projects noted below will constitute the majority of the evaluation of your work. Class attendance and participation are assumed.

Assumptions

1. About you –

   a. That you enjoy working with people and that you are concerned about the intellectual growth and personal well-being of students.

   b. That you have a professional level of knowledge and expertise in your subject, so that you can adapt the concepts in this course to your personal and professional goals and needs.
c. That you will put forth an effort complementary to mine: Grab all the knowledge that you can.

About teaching –

a. The scientific process, as applied to any of the social sciences, and education in particular, is new, and therefore primitive. Still, it holds the greatest promise for helping us to advance from situation-bound knowledge (e.g., research in special education has made great advances in the area of infantile autism.)

b. There is no single “best” style of teaching

c. The teacher should not be a utility infielder

d. There are generic skills, which, if properly adapted to specific needs and situations, will enhance your teaching and, subsequently, students’ learning and growth.

3 About “our time” – Dickens was right

4 Nature and format of the class: Class presentations and discussions complement the reading. It might be useful to think of our class as Independent Study plus group sessions to clarify, extend, apply etc., and to bring up related topics and issues. I will review additional sources in class. A personal note: I want to present to the class a variety of frames of reference (books, discussions, team presentations, etc.) in a collegial pleasant experience. Collegial is a key word: one source (eg, your professor) is insufficient at this level. Second, any understanding of “curriculum” is not focused on “lesson plans” or “syllabus.” Third, I see our work and time together as an intellectual journey and the instructional plan as a kind of spiral curriculum from the historical to the philosophical, to the “practical.”

Attendance: My expectations follow from the assumptions noted above.

Teacher’s Background:
Academic Experience
B.A. – The University of Kansas, 1963 (English and History)
M.A. – Stanford University, 1965
Ph.D. – Stanford University, 1969

Teaching Experience:
English Department, Awalt High School, Mt. View, California, 1964-65 (college bound students)
English Department, Mitchell High School, Colorado Springs, Colorado, 1965-66 (slow learners, average, college bound)
Leverhulme Research Fellow, Stirling University, Stirling Scotland, 1970
Recent or Present Positions:
  Professor of Curriculum & Teaching, School of Education. University of Kansas 1971-present
  Senior Lecturer, Western Civilization Honors Program, 1971-present
  Distinguished Lecturer, HWV program, 2004-2008
  Research Associate, Center for Research on Learning, 1985-present
  Courtesy Appointment, Department of Special Education
  Gene A. Budig Teaching Professor, 2006-2007

Administrative Experience:
Counselor and Assistant Director, Sanborn Western Camps, Florrisant, Colorado, 1959-66 (summers)
Director, the Office of Instructional Resources and Curriculum and Instruction Survey (1972-1983)
Graduate Student Advisor, Department of Curriculum and Instruction, 1982-1987
Coordinator of Community College Relations 1975- Office of the Provost
Chairperson, Department of Teaching and Leadership, 2000-2002

Research Interests:
1. Microteaching and the teaching strategies in regular and exceptional settings.
2. Student evaluation in post-secondary education.
3. Stigmatization of teachers and students.
4. Scope and sequence of teachers’ professional development.
5. Foundations (historical and philosophical) of C&I
### COURSE TIMELINE

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>Thursday, August 19</td>
<td>Course overview*</td>
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<tr>
<td>Thursday, August 26</td>
<td>Foundational Ideas, Wicked Problems, Stigma PM</td>
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<td>Thursday, September 2</td>
<td>Cult of Efficiency PM</td>
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#### Part I (4:30-5:15)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Period</th>
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<tr>
<td>9/9</td>
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<td>9/16,23 Reading Period</td>
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#### Part II (5:15-6:00)

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<tr>
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<tbody>
<tr>
<td>9/30</td>
<td>School and Society Ch 2, 3, 4</td>
<td>1 “Teacher or Friend” (p.138)</td>
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<tr>
<td>10/7</td>
<td>School and Society Ch 5, 6, 7</td>
<td>2 “Professional Conduct” (p.139)-b</td>
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<td>10/21</td>
<td>Curriculum and Aims Ch. 1-4</td>
<td>3 “Teacher Burnout” (p. 130)</td>
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<td>10/28</td>
<td>Curriculum and Aims Ch 5-7</td>
<td>4 “College or Workforce” (p.142)</td>
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<td>11/4</td>
<td>Perspectives on Learning Ch. 1-4</td>
<td>5 “Values Clarification” (p.144)</td>
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<td>Perspectives on Learning Ch. 5-8</td>
<td>6 “Whose Rights?” (p.133)</td>
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<td>11/18</td>
<td>Approaches to Teaching Ch. 1-3</td>
<td>7 “Abuse? Neglect?” (p.147)</td>
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<td>12/2</td>
<td>Approaches to Teaching Ch. 4-6</td>
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**Supplemental Cases***

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(Note: Please leave 10 minutes at the end of each part for my comments)

### COURSE TEXTS

- Tyler, Ralph (1949) *Principles of Curriculum and Instruction*
  University of Chicago

- Soltis, editor, et al *Teacher’s College series (5th editions- See alibris, ABE):*
  - Ethics of Teaching
  - School and Society
  - Curriculum and Aims
  - Perspectives on Learning
  - Approaches to Teaching

**Note:**

Weather: If the weather looks threatening, or has already threatened…we will not meet. If there is any question, and/or to be sure, call the Department office (785-864-4435) or the weather number (913-897-8499).

*Before next week, view the Budig lecture on stigma at [http://soe.ku.edu/ct/faculty_staff/McKnight.php](http://soe.ku.edu/ct/faculty_staff/McKnight.php) and write your reflection on its implications for your own teaching (1 page). Do the same for “Child’s Play” and “Hope” (on Blackboard).

**Provide a summary in bullet form of main points of your book chapters (text, not case studies) along with any other handouts. Include references to corresponding sections(s) in Tyler. Materials presented in class are on Blackboard site.*
Evaluation:

1. Reflections on Budig Lecture (1p.), “Child’s Play” (1p.), and chapter on Hope (1p.)
2. Outline (4-5 pages- Main Points) of Principles of Curriculum & Instruction
3. Reading/ Reflection ledgers of Teachers College Press Books (only the first section of about 100 pages up to the Cases and Disputes of each book.

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<th>Main Points</th>
<th>Reflection</th>
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<td>Bullet points or phrases</td>
<td>Critique Relevant To Your Instruction</td>
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Note: do not review but reflect upon – as you do the right side of the ledger.

Final submission of the above work: December 9, 2010. Please submit it in a standard brown folder with your name on the outside across the top and a taped cover sheet listing the contents (1, 2, 3, 4 above plus any handouts from your group presentation). No fancy containers, please.

Note: For advanced classes such as ours, I do not grade on any curve. That would be an insult to your ability and experience, and would ruin discussions and class participation. Group presentations are assigned an “A”.