To: Students in C&T 800 #95120
From: Phil McKnight

Re: Information about the course

I. Introduction

A. Purpose – According to the Graduate Catalog:
   “This course is designed for students to gain a functional understanding of the historical, philosophical, political, psychological, and cultural factors which affect the designing and implementation of curriculum at several levels: the individual classroom, the team, the school, the larger administrative unit, the state, and the nation.
   Prerequisite: C&T 709 or permission of instructor.”

B. 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.

2. 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” –
C. **Instructional Methods:** 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 (e.g., 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 (Kliebard) to the philosophical (Watras).

D. **Attendance:** My expectations follow from the assumptions noted above.

E. **Evaluation:** TBA

F. **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

Texts (note: Alibris, ABE, Amazon)


II. Course Schedule
Tuesday Aug 26   Introduction and Overview of course requirements, texts, etc.
Tuesday, Sept 2  *Spencer Tour (or Nelson or Kemper); Reading, Appointment
Tuesday, Sept 9  *Spencer Tour (or Nelson or Kemper); Reading, Appointment
Tuesday, Sept 16 *Wicked Problems; *Stigma (see Budig Talk, “Child’s Play”, “Hope”)
Tuesday, Sept 23 *Cult of Efficiency
Tuesday, Sept 30 Class Discussions: Schubert Chapters 1,2 Team 1
Tuesday, Oct. 7  Class Discussions: Schubert Chapters 4-8 Team 2
Tuesday, Oct. 14 Class Discussions: Schubert Chapters 9-12 Team 3
Tuesday, Oct. 21 Class Discussions: Schubert Chapters 13-16 Team 4
Tuesday, Oct. 28 Class Discussions: Kliebard Preface- Chapter. 2 Team 1
Tuesday, Nov 4  Class Discussions: Kliebard Chapters 3-5 Team 2
Tuesday, Nov 11 Class Discussions: Kliebard Preface- 6,9 Team 3
Tuesday, Nov 18 Class Discussions: Kliebard Preface- 10-Afterword Team 4
Tuesday, Dec. 2  

Appointments

*Lectures . See Evaluation for Reflection assignments

III. Group Discussions:

1. Schubert: Provide a written summary (bullet points) to class members of chapters’ main points. Do not spend much time reviewing the chapter or your summary. Lead a class discussion of a question or two questions from the list of evaluation questions. Please leave twenty minutes at the end for my comments.

2. Kliebard: Provide the same kind of summary. Class discussion should focus on one or two topics in the chapter, which would be of interest to the class.

IV Evaluation

A. One page reflections
   1. WP/ Fight 592
   2. (Jeff Weinberg’s email) Herb Meyer’s comments
   3. “Childs Play”
   4. Budig Lecture (http://soe.ku.edu/ct/faculty_staff/McKnight.php)
   5. Stigma Lecture (in class)
   6. “Hope”
   7. Cult of Efficiency Lecture (in class)
   8. Spencer (or ____ ) tour reflection

B. Schubert Study Q’ s
   Chapter 1 : #1, 8 (p.20 &21)
   Chapter 2 : # 1,2,5,9 (p. 52)
   Chapter 3 : # 2,4,6,11 (p. 91)
   Chapter 4: # 7,9 (p. 114-115)
   Chapter 5: # 1,4,7,12, (p. 138-139)
   Chapter 6: # 5,8 (p.164-165)
   Chapter 8: # 9 (p.210-211)
   Chapter 11: # 5, (p.285)
   Chapter 13: # 10,12, 17 (p. 336)
   Chapter 14: # 4, 6 (p.309)
   Chapter 15: # 3,5,10,11,13 (p. 408-409)
   Chapter 16: # 4 (p.424)

C. Kliebard: for each chapter, prepare a brief discussion entitled “How the ideas in this chapter are relevant to my professional activities and responsibilities.” (No more than three pages for each chapter)