Course Syllabus

EDU 6221 CURRICULUM DEVELOPMENT (Masters)

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“[T]he field of curriculum . . . resides at the very core of education.”
Elliot Eisner

“The curriculum is the heart of schooling.”
Daniel and Laurel Tanner

“The field of curriculum is devoted to the study and examination of the decisions that go into the selection and organization of what is taught.”
Herbert Kliebard

“Curriculum development is a dynamic, interactive, and complex process that serves as the foundation for good teaching practice.”

Course Description:
Classic and contemporary theories of curriculum development and their application to day-schools, in general, and Judaic studies, in particular. Designing and implementing effective curriculum and learning based upon a school’s mission and philosophy, the capacity of its faculty, and the needs and abilities of its students.

Course Objectives:
The objective of this course is to provide teachers, in particular, with an appreciation of several different ways in which curricula are currently developed and to clarify the role teachers can and should play in developing, implementing and assessing curricula in their own classrooms and schools.

Required Texts:

This 48-page guide focuses on the intellectual skills that enable one to critically analyze anything one might think about - questions, problems, disciplines, subjects, etc. It provides a foundation by which to think about and to develop curriculum. See www.criticalthinking.org

Originally a course syllabus Tyler wrote for his students as a basic reference for curriculum and instruction development, this text is a classic and one of the most useful (and practical) in the field of curriculum. His four basic questions or steps to curriculum development have influenced scholars and practitioners alike. It has also, like many secular scholarly works, drawn some criticism.

**Recommended: (not required):**


- Comprehensive guide to creating curriculum units (primary through middle school levels)

**Reference Works (not required):**


- The most authoritative reference work on the state of the curriculum field in the U.S. – over 1000 pages.


- The first collection of reports on scholarly developments and school curriculum initiatives worldwide. Thirty-four essays on 28 nations, framed by four introductory chapters, provide a panoramic view of the field.

**Reference Web Site (FYI):**

www.ascd.org

**Additional Readings:**

This course will include many readings related to curriculum. These readings will be distributed in class with specific questions to guide reading. These readings supplement and extend class discussions. A critical appraisal of these readings forms an essential requirement of this course. Papers listed below that are prefaced with “Critique #” are distributed to individuals, not the entire class. The individual student will prepare a critique of the article based on guidelines discussed in class, and then be prepared to review the article with others during class. Other readings listed are meant for all class participants.

**Pedagogical Philosophy:**

The course is approached from a constructivist vantage point. Students learn best by engaging in course content actively through reading, presentations, discussion, metacognition, and experiential opportunities. Students are expected to come to class having read assigned readings and ready to engage in conversations. The professor
reserves the right (professorial prerogative) to alter topics and assignments to meet emergent needs as the course progresses. Students, of course, will be involved in such instructional decisions. Learning occurs, as best practice, as a self-regulated process whereby students resolve their own cognitive conflicts with guidance from the teacher. The professor in this course (btw, what’s the difference between a “professor” and a “teacher”?) will continually encourage students to think deeply about course content, and challenge them to make connections and to think “out of the box.” Multidimensional thinking is always preferred and a spiraled curricular approach is often applied. Learning will be enhanced when you, the student, put in the requisite effort and continually ask yourself these questions, among others: “How might I use this information in my role as educator to plan curriculum and instruction so that all my students learn?”; “What have I learned that either reinforces or alters my perceptions of teaching practice?”; “How can I connect theory with practice, and fully appreciate that all practice is grounded in theory?”

**Course Requirements:**
Attendance and participation in class are expected. Excessive absence and, or lateness will negatively affect your grade. It is expected that you will complete all in-class and take-home assignments, including all readings. If you miss a class, make sure you have a telephone number from a classmate to obtain lecture notes, assignments, changes, etc. Late assignments will result in ½ a reduction of your grade for that particular assignment.

Extra credit assignments are not available.

- **Requirement #1:** *Interdisciplinary Thematic Unit Plan (ITUP) – written and oral discussion (50%)* – See accompanying handout entitled “Interdisciplinary Thematic Unit Plan (ITUP) Assignment & Assessment Rubric”
- **Requirement #2:** *Special readings: Critical Analysis/Commentary and Discussion (50%)* – Each student will critically appraise one take-home article according to criteria reviewed in Class Session #3 using the required *Analytic Thinking* text, and then submit a final paper, at the end of the course, providing a critical commentary on selected course readings. The student will select any combination of course readings (minimum of two related to some common course idea, theme, or structure) and write a reflective paper, no less than 4 and no more than 6 pages in length (double-paced typed) as a conversation with the authors, revolving around these questions as: What are the most important insights you gained from each reading (things you found most interesting, valuable, incisive, or profound, and why)?; What things do you agree &/or disagree with, and why?; How do the views and assumptions of these authors compare in terms of their similarities or differences with and among each other?; and, finally, what have you learned about curriculum that might serve as a useful guide to inform your own practice in a Day School or Yeshiva (explain in detail with practical examples from Judaic Studies). Further discussion about format of the paper to be discussed in class.

*Both assignments will be discussed in class along with rubrics for assessment*

See General Evaluation Criteria for course below:

**General Evaluation Criteria**
The requirements governing the assignment of course grades are as follows:

A  Exceptional Work - Well Above Average

* Active involvement in group and/or class discussions
* No class absences (except in emergencies)
* Completion of all class and take-home assignments
* Outstanding** oral/written unit plan (see rubric for specified scores)
* Outstanding Critical Analysis and Discussion of readings (rubric development in class)
  ** See rubrics that operationally define “outstanding” as “target”

B  Acceptable Work (Average Grade)

* Interaction in group and/or class discussions
* Regular attendance
* Completion of most class and take-home assignments
* Completion** of oral/written unit plan
* Completion of Critical Analysis and Discussion of readings
  ** See rubrics that operationally define “completion” as “satisfactory”

C  Below Average

* Minimal participation
* irregular attendance
* Completion of a majority of class and take-home assignments
* Minimal completion of oral/written unit plan
* Minimal completion of Critical Analysis and Discussion of readings

F  Failure

* Failure to complete course requirements in an acceptable manner

I  Incomplete

* An interim grade given because of unusual circumstances (no reduction in grade)
* Incompletion of any course requirement (1/2 reduction in grade for that assignment)
* Course work must be completed by the time limits set forth by Yeshiva University policy

Class Schedule:
Readings are to be completed PRIOR to the commencement of class on the given date. Additional readings will be assigned in class. This schedule is tentative and subject to change at the professor’s discretion based on the progress and interests of the class.
Class Session #1: Monday, June 18

- Introductions and Course Overview
- A Brief History of Education and Curriculum (incl. teaching, instruction, learning, and administration)
- The Nature and Language of Curriculum (incl., definitions, terminologies, theories and theorists)

Homework:
1) Read Brandt and Tyler’s “Goals and Objectives,” and answer “Focusing Questions” and “Discussion Questions” - Be prepared to discuss your answers at the next class session
2) Read Perkins’ article “Knowledge Alive,” and answer “Focusing Questions” and “Discussion Questions” - Be prepared to discuss your answers at the next class session, particularly the extent to which you/your school “Creates, Communicates, Organizes, and Acts on Knowledge”
3) Read Elliot Eisner’s article “Preparing for Today and Tomorrow” and bring the article to Class Session #3 Monday, June 25th
4) Consider the mission/vision statement of a yeshiva day school - List the explicit or implicit philosophical assumptions it contains regarding the nature of students (learning), faculty (teaching), and context (inc., curriculum and community) - Come prepared on Monday, June 25th to discuss your findings and implications to curriculum work in schools (see Rosenak reading below)
5) Read Michael Rosenak’s “Toward a Curriculum for the Modern Orthodox School” - Based on Homework #4 above and Rosenak’s article, draft a vision for a Day School or Yeshiva – Due Monday, June 25th – To be discussed and shared (not collected)
6) Skim and read Analytic Thinking required text (pp. 24-27) for Monday, June 25th
7) Take home 2 Inventories to complete for next Class Session: Teacher Belief Inventory and What’s Your Educational Philosophy?

Class Session #2: Wednesday, June 20

- Philosophies of Education and Curriculum Paradigms – Paradigms handout – Review Inventories
- Constructivism: Conceiving Knowledge for Learning and Creating Curriculum - Perkins’ article from yesterday’s homework. Handout “Principles of Constructivism”
- Components of an Interdisciplinary Thematic Unit Plan (ITUP) – Discussion includes lesson planning, Bloom’s Taxonomy, differentiation, assessment, etc. - Discuss Brandt and Tyler’s article, particularly your view on what goals should be addressed by Day-Schools and Yeshivot.
- Assessing curriculum (via use of Teacher Work Sample impacting student achievement)
- National, state, and local curriculum standards – Debate: Should academic content standards be used in placed of curriculum guides?
Homework:


2) Read Herbert Kliebard’s “Metaphorical Roots of Curriculum Design” (2-page article) and be prepared to discuss (at the next class) which metaphor (or another) makes sense for you as a “curricularist”

3) Peruse and use as needed Handout on “Unit and Lesson Planning” – use as a reference; will not be used in class

4) Read Hutchins’ article “The Organization and Subject-Matter of general Education” for Class Session #4 Wednesday June 27th

5) Read Kilpatrick’s “The Case for Progressivism in Education” for Class Session #4 Wednesday June 27th

Class Session #3: Monday, June 25

- The Role of Analytic/Critical Thinking in Curriculum Development – Review text Analytic Thinking
- Distribute and discuss Readings (Critiques) and Rubric Development in light of discussion above
- Class critiques Elliot Eisner’s article “Preparing for Today and Tomorrow”
- Review homework assigned on Monday, June 18th in light of “philosophies” discussion during the last class session (i.e., mission/vision of a selected school and the Rosenak article)
- Review homework assigned on Wednesday, June 20th regarding curriculum standards and discuss the ITUP assignment (select subjects, topics; Introduce Web Mapping)
- Review homework assigned on Wednesday, June 20th regarding Kliebard’s curriculum metaphors

Homework:

1) Using the example in class for critiquing articles (e.g., the Eisner article), critique Glanz’s article “Interrelationships among Curriculum, Instruction, Teaching, Learning, . . .: A Postmodernists Interpretation” – Bring critiques for next class and be prepared to share

2) Read Tyler’s Basic Principles of Curriculum and Instruction required text for Monday, July 2nd

3) Read Ornstein’s “Philosophy as a Basis for Curriculum Decisions,” and answer "Focusing Questions” and “Discussion Questions” - Be prepared to discuss your answers at the next class session

4) Read excerpts from John Dewey’s works: “The Child and the Curriculum”; “The Nature of Subject Matter” (From Democracy and Education); “Progressive Organization of Subject-Matter” (From Experience and Education); and “My Pedagogic Creed” due for analysis and discussion in Class Session #7
Class Session #4: Wednesday, June 27

- Critique discussion on previous homework
- Discuss Ornstein article, particularly your own philosophy of curriculum.
- A Curriculum Instruction Model – Posner & Rudnitsky Class Handout, Discussion
- Review the Hutchins and Kilpatrick articles
- Complete previous lessons’ uncovered material, if any

Homework:
1) Read Moshe Sokolow’s “Educating for Prayer: Utilizing the Writings of Rabbi Joseph B. Soloveitchik” - Come prepared at the next Class Session to discuss how Dr. Sokolow integrated the following theorists and theories of curriculum development: Schwab, Bloom, Tyler, Adler, UbD
2) Read Tyler’s article “The Five Most Significant Curriculum Events in the Twentieth Century” and note their placement on historical timeline distributed and discussed in Class Sessions 1 and 2

Class Session #5: Monday, July 2

- Discuss student progress on ITUP assignment
- Best Practices in Curriculum – Class Handout discussion
- Curriculum Development: Method and Meaning – Review Part One of Sokolow assigned reading
- The Tyler Rationale

Homework:
1) Read Herbert Kliebard’s critique of the Tyler Rationale in “Reappraisal: The Tyler Rationale” for Class Session #7 Monday, July 9th

Class Session #6: Thursday, July 5

- Planning Curriculum and Instruction for the Differentiated Classroom – Discussion and video
- Differentiating exercises – Mel Levine’s Model

Homework:
1) For the next Class Session, work through the assigned cases studies using information gleaned from curriculum differentiation discussion in class and using Levine’s Model
2) Learn more about John Dewey and Ralph Tyler – Read handouts (from www.answers.com) on each and highlight unique contributions to education, in general, and curriculum, in particular

Class Session #7: Monday, July 9

- Review differentiation implications and case studies
- Discuss significance and implications of the Kliebard article assigned on Monday, July 2nd for your use of the Tyler Rationale
- Review contributions of Dewey and Tyler (Disseminate and review “Dewey” handout)
- Analyze and discuss John Dewey’s works assigned in Class Session #3: “The Child and the Curriculum”; “The Nature of Subject Matter” (From Democracy and Education); “Progressive Organization of Subject-Matter” (From Experience and Education); “My Pedagogic Creed”

Homework:
1) Read Campbell et al’s “Curriculum Development through the Multiple Intelligences” for the next Class Session – Handout on Multiple Intelligences as a reference
2) Read Bruner’s “Structures in Learning” for Class Session #9 Monday, July 16th

Class Session #8: Wednesday, July 11
- Discuss student progress on ITUP assignment
- Curriculum Development through Multiple Intelligences
- Critique #1: Hargreaves and Moore’s “Curriculum Integration and Classroom Relevance: A Study of Teachers’ Practice”
- Critique #2: Martin-Kniep et al’s “Curriculum Integration”
- Critique #3: Shanks’ “Student Reactions to a Standardized Curriculum”
- Critique #4: Giroux’s “Teachers, Public Life, and Curriculum Reform”
- Complete previous lessons’ uncovered material, if any

Homework:
1) Peruse Behar-Horenstein’s “Can the Modern View of Curriculum be Refined by Postmodern Criticism?” for the next Class Session

Class Session #9: Monday, July 16
- Review Bruner’s article
- Review of Behar-Horenstein’s “Can the Modern View of Curriculum be Refined by Postmodern Criticism?” and in-class Case Study #1
- In-class Case Study #2: “Resisting Traditional Approaches to Curriculum Implementation”
- Complete previous lessons’ uncovered material, if any

Homework:
1) Read Martin, Saif, and Thiel’s article “Curriculum Development: Who Is Involved and How?” for the next Class Session
2) Read Nadelstern, Price, and Listhaus’ “Student Empowerment through the Professional Development of Teachers” for the next Class Session

Class Session #10: Wednesday, July 18
- Teacher Involvement in Curriculum – The Nadelstern, Price, and Listhaus article
- Critique #5: Feldman and Kroph’s “Teachers as Curriculum Decision Makers: The Selection of Topics for High School Physics”
- Critique #6: Goldhammer’s critique/analysis of curriculum in schools
- Critique #7: “The Hidden Curriculum” & “The Contribution of Schooling to the Learning of Norms” - Dreeben
Critique #8: Glatthorn’s “Outcomes-Based Education”
Complete previous lessons’ uncovered material, if any

Homework:
1) Examine the curriculum in your school (e.g., curriculum guides, manuals, texts, etc.) - If unavailable conduct a google search for other schools with Curriculum Frameworks e.g., [http://www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html) - Be prepared to discuss the nature of curriculum in your school

Class Session #11: Wednesday, July 25
- “Teacher Planning and Curriculum Framework”: Examining NYC Board of Education Curriculum Frameworks and Discussion of curriculum work in Day-Schools and Yeshivot
- Understanding by Design and Curriculum Mapping
- Critique #9: Tomlinson & McTighe’s “What Really Matters in Planning for Student Success?”
- Critique #10: Adler & Holt’s “Should the Curriculum be Standardized for All?: 2 Views”
- Critique #11: Yendol Silva’s “Collaborative Curriculum Encounters”
- Discuss student progress on ITUP assignment
- Complete previous lessons’ uncovered material, if any

Homework:
1) Read DeRoche’s chapter on “Evaluating Curriculum Effectiveness” for the next Class Session

Class Session #12: Thursday, July 26
- Evaluating Curriculum Effectiveness
- Critique #12: “Creating Curricula” (From *Models of Teaching*)
- Critique #13: Hannay et al’s “The Curriculum Leadership Role in Facilitating Curriculum Deliberation”
- Critique #14: Johnston’s “Curriculum Decision Making at the School Level”
- Complete previous lessons’ uncovered material, if any

Final Class Session #13 with Prof. Glanz: Monday, July 30
- All assignments due
- Critique #15: Sokolow’s Va-Yasem ‘Oto ‘Al Nes: Standards in Limmudei Kodesh for Modern Orthodox Day Schools”
- Critique #16: Kohn & Goldstein’s Formulating a Curriculum Framework (‘Standards’) for Torah Study”
- Course wrap-up and discussion (student round-robin on unit and reflective papers)