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02:780 Introduction to Curriculum course outline

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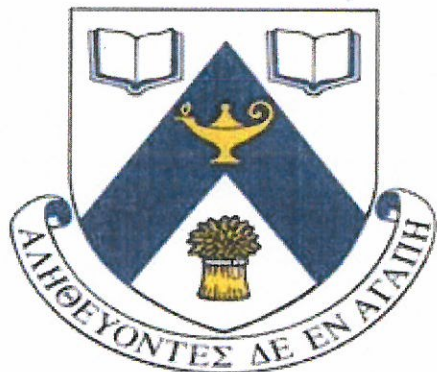
Sun, Jul 6, 2014 at 8:09 PM

To: "prevost.kyle@gmail.com" <prevost.kyle@gmail.com>

Cc: Robin Enns <EnnsRJ@brandonu.ca>

Kyle: you`ll hear from me online each day with an explanation. Also, feel free to ask questions based on what you read.

Dr. Enns



**BRANDON
UNIVERSITY**

Founded 1899

Faculty of Education

Graduate Studies & Field Research

02:780 / Introduction to Curriculum

Summer 1 / 2014 / Term

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Professor's Assumptions Concerning Curriculum

Evaluation Grade

The course will be graded using a "Pass/Fail" approach. I will let you know what I am looking for in each assignment so that you will know if you have "met" or "not yet" met the standard. If at any point, you have "not yet" met the standard, you will be given an opportunity to redo it. It is normal in this course to experience at least one NOT YET per assignment. This is hard work. ALL lead-up pieces will have to meet the standards in order to receive a Pass in the course. I do mind if you make spelling, grammar and punctuation errors in your writing. Please make whatever effort is necessary for you to write accurately and well.

There will be a few days (July 25-30) for the completion of lingering course assignments if necessary, if you check with me in advance.

Attendance at Lectures and Practical Work:

(refer to the Graduate Calendar, section 5.3.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance per se will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

Instruction. Thousand Oaks, CA: Sage. Chapters 1, 2, 3, 4, and 26. (This is the most significant book to have been published in curriculum in the last decade. It is beyond an introductory book.)

Fowler, H. R. (2010.) *The Little, Brown Handbook*. Toronto: Pearson. (This is good to consult because it helps you to repair faulty grammar).

Goldberg, Nancy (2005). *Writing Down the Bones: Freeing the Writer Within*. Boston: Shambhala. (This is good to read because it helps you to write clear prose, not the usual academic bafflegab.)

Nash, R. J. (2004). *Liberating Scholarly Writing: The Power of Personal Narrative*. New York: Teacher's College. (This is good to read because it tells you stories of researchers who legitimately cherish their own experiences and think and write about them.)

Topics by Date

July 7-11

Introduction to course and to course members and possible partners; curriculum dynamic; basic curriculum thinking; curriculum commonplace grid and applications; readying for the online parts of the course. Assignment 1 (100-worder), due July 8th. Assignment 2 (100-worder) due July 9th.

July 14-18

Tasks as set out on course Moodle page, to be available on July 11.

July 21-25

Tasks as set out on course Moodle page, to be available on July 18.

Assignments

There is essentially ONE assignment in this course. You will have the entire course in which to complete it. That assignment is to develop your own detailed curriculum commonplace-framed intention for whatever educational situation you wish to teach. There will be several 'lead-up' assignment pieces to this completed intention, all of which are its elements.. Each lead-up piece leads to the next piece, and all are parts of your final curriculum intention. There is usually much mind-changing as students grasp more of the concepts as the plan comes together. Your task, in this Moodle-blend course, is to succeed in creating an electronic plan.

If you want to do this assignment with a partner in the course, I am OK with that. However, you will have to work together for the entire course. There can be no 'jumping ship'.

Knowing our own assumptions is important. What we personally believe determines what we do in our professional practice. Curriculum is personal.

Curriculum is not only the responsibility of educational policy-makers and administrators, but is the legitimate forum for choice and decision among those closest to the students for whom the programs are developed -- teachers.

Curriculum is more than just subject matter. It is a complex and dynamic relationship taking place in any educational situation, including places as small as a kindergarten and as large as a provincial Department of Education. Elements (or "commonplaces") of any curriculum situation are (1) an image of an educated person, (2) a learner, (3) a teacher, (4) a subject matter, (5) a community and (6) a resource manager.

A key question for curriculum in any educational situation is "what is most worth knowing, feeling and doing?"

Crucial to answering this question is understanding that there many different kinds of knowing, feeling and doing, which vary according to the values of the communities where it is being implemented.

The root of all learning is curiosity. Unknowns lead a curious mind to inquire. Inquiry involves creativity, asking questions (sometimes wrong), trying new routes, finding dead ends, going backwards, trying again, and honouring oneself throughout the process.

Teaching and Learning Approach

Curriculum practitioners work both alone and in teams. Most grad students have considerable experience as professional educators and problem-solvers, and have much to share with each other. I will develop activities and assignments within the course that provide opportunities to learn from and with each other. I will encourage you to come to know what you do not know, and ways to find answers, and to apply them. Part of this will involve freeing you to learn through accessing and using your own voice.

Materials: Required

I will refer to them in the sequence set out in the topics by date list, below. There may seem to be a lot to read. Well, the field is wide. I want you to read lightly, aiming at thinking about the content and allowing yourselves to dig deeper when there's something that piques your attention

Connelly, F. Michael. and Clandinin, D. Jean. (1989). *Teachers as Curriculum Planners: Narratives of Experience*. Toronto: OISE.

Other materials will be incorporated, too. They will be available either in class or online.

Materials: Also Good to Consult/Read but not essential.

Connelly, F.M., M.F. He, & J. Phillion (Eds.). (2008). *The Sage Handbook of Curriculum and*