Fall 2012 Syllabus

Welcome to the topical seminar on curriculum in higher education! The primary goal of this course is to help class participants better understand how to plan, design, assess, and/or study undergraduate learning experiences. In this discussion-based course, we will explore the history of higher education curricula, historic and current debates about the content and process of undergraduate education, models of curricular planning and development, student and faculty roles and responsibilities, and curricular change and innovation. Utilizing a text by Lattuca and Stark (2009), our examination of collegiate learning experiences will rely on a definition of curriculum that encourages careful planning, including thoughtful decisions about learning goals, content, and instructional materials and processes that factor in who is participating (e.g., faculty and students) and the context in which the experience is situated.

Course and Instructor Information
Courses: C750 30132 (IUB) and 33840 (IUPUI)  
U550 30239 (IUB) and 33841 (IUPUI)
When: Mondays from 1:00pm – 3:45pm
Where: ED 2140 (IUB) and ES 2101 (IUPUI)
Oncourse site: https://oncourse.iu.edu/portal/site/FA12-BL-EDUC-C750-C53530
Course email: 2012-curriculum@oncourse.iu.edu
Instructor: Thomas F. Nelson Laird (tflaird@indiana.edu)
Phones 856-8366 (ED), 856-5150 (EG), 322-4916 (M)
Offices ED 4264, EG 429—office hours by appointment

Course Objectives
• To think seriously about and discuss what makes collegiate courses and curricula work
• To understand the elements and multiple definitions of collegiate curricula
• To know how college and university curricula have changed over time
• To understand the nature of the key debates about collegiate curricula
• To appreciate the need for and benefits of designing and delivering courses, programs, or other educational experiences based on an academic plan
• To describe and critique actual academic plans and the models or definitions of curriculum used to create them
• To design a learning experience based on a specific curricular, pedagogical, or teaching perspective
• To understand current issues in the design, delivery, assessment, and study of collegiate curricula

Accommodations
If you need accommodations in order to reach any of the course objectives, you are encouraged to contact the course instructor as soon as possible to discuss options. If you have a disability that will impact your learning in this class, we should work with Disability Services for Students (http://www2.dsa.indiana.edu/dss/) to help determine appropriate accommodations.
Course Readings

Text

Other readings
These can be found in the Resources folder on our Oncourse site.

Assignments, Due Dates, and Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course/program description</td>
<td>9/17</td>
<td>30</td>
</tr>
<tr>
<td>2 Lead course session</td>
<td>10/22 or 10/29</td>
<td>NA</td>
</tr>
<tr>
<td>3 Paper</td>
<td>11/16</td>
<td>40</td>
</tr>
<tr>
<td>4 Final Exam Questions</td>
<td>12/7</td>
<td>30</td>
</tr>
</tbody>
</table>

- All assignments should be turned in on the day due, by the specified time, and in compliance with all the criteria listed in the assignment instructions.
- All students are expected to abide by Indiana University’s “Code of Student Rights, Responsibilities, and Conduct.” This code can be found at http://www.iu.edu/~code/.

Course Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 to 100</td>
<td>A</td>
<td>87 to 89</td>
<td>B+</td>
<td>77 to 79</td>
<td>C+</td>
</tr>
<tr>
<td>90 to 92</td>
<td>A-</td>
<td>83 to 86</td>
<td>B</td>
<td>73 to 76</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 to 82</td>
<td>B-</td>
<td>70 to 72</td>
<td>C-</td>
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Active Participation
Active participation is crucial to this course. Take responsibility for your own learning and share the learning process with the class. Active participation includes:

1. *Attending class sessions.* This is critical to promoting community within the class. You benefit from the viewpoints of the other members of class and they benefit from yours. Please attend class only if you are prepared to do so (see 2 & 3 below).

2. *Reading all assigned materials* and making note of questions, inconsistencies, areas of interest, and connections you find to other readings. This type of preparation is the foundation for engaging class discussion.

3. *Listening carefully, raising questions, and testing out your ideas in class.* This allows you to learn and encourage learning in others by, for example, gauging our assumptions about collegiate learning experiences and by expanding our perspectives on course topics.
### Course Calendar and Readings

<table>
<thead>
<tr>
<th>Week—Date</th>
<th>Content of Class</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1—8/20</td>
<td><strong>Getting Started</strong></td>
<td>Syllabus, ground rules</td>
<td></td>
</tr>
<tr>
<td>Week 2—8/27</td>
<td><strong>Academic Plans—Definition &amp; Model</strong></td>
<td>Lattuca &amp; Stark (2009) Ch. 1</td>
<td></td>
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<tr>
<td>Week 3—9/3</td>
<td><strong>Labor Day—No Class</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 4—9/10</td>
<td><strong>Academic Plans—History, Purpose, &amp; Structures</strong></td>
<td>Lattuca &amp; Stark (2009) Ch. 2, Gaff, Ratcliff, et al. (1997) Ch. 3-5, Rudolph (1977) Ch. 7</td>
<td>Course/program description 9/17 @ 11:55p</td>
</tr>
<tr>
<td>Week 8—10/8</td>
<td><strong>Creating Academic Plans—Alternative Models</strong></td>
<td>Read about two alternative models for understanding academic plans—post citations on the course wiki</td>
<td></td>
</tr>
<tr>
<td>Week 10—10/22</td>
<td><strong>Pedagogy/Technique 1</strong></td>
<td>Lattuca &amp; Stark (2009) Ch. 7, To be determined by instructors</td>
<td></td>
</tr>
<tr>
<td>Week 11—10/29</td>
<td><strong>Pedagogy/Technique 2</strong></td>
<td>To be determined by instructors</td>
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<tr>
<td>11/19</td>
<td><strong>Thanksgiving Break (No Class)</strong></td>
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<tr>
<td>Week 15—12/3</td>
<td><strong>Classroom Assessment Techniques (CATs)</strong></td>
<td>Choose a CAT you like, learn about it, and demonstrate it in class</td>
<td>Final 12/7 @ 11:55p</td>
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<tr>
<td>Week 16—12/10</td>
<td></td>
<td></td>
<td><strong>Finals Week</strong></td>
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Curriculum in Higher Education Assignment #1
Course/Program Description

Goal:
To use Lattuca and Stark’s academic planning model (or another model if you so choose) to describe the elements of a course or program.

Assignment:
Choose a course, program, or other educational experience you know well (you participated and/or planned it). Gather materials (e.g., syllabus, assignments, readings, interview notes, notes from your observations, or your own reflections) that will give you insight into the plan used to create and deliver the course or program. Start your paper by introducing the course/program and the Lattuca and Stark model.

Then, based on the materials you gather and the model of curriculum you choose, describe each element of the course or program (e.g., purpose, sequence, learners). For each element, your paper should:

- Describe the element generally, but give sufficient detail for your reader to get a good sense of the element.
- Address what was made explicit to course/program participants about the element and what was implicit.
- Identify aspects of the element that were strengths of the course/program as well as areas that seem to need improvement.

In some instances, elements may be neglected or ignored. If you encounter this, please explain why you think it occurred.

Were there any important aspects of the course/program that the model elements did not cover? Be sure to address these too (this might illustrate limitations with the model).

End your paper with some conclusions about the course/program that were revealed to you by breaking it apart into its basic parts.

Use up to 10 double-spaced pages for the assignment (title page and references are not included in the page limit). Follow APA format for citations.

Criteria for grading:
- Good writing, including organization, flow, sentence structure, grammar, and spelling.
- Appropriate use of APA.
- Effective use of a curriculum model as a foundation for your descriptions.
- Descriptions that demonstrate a clear understanding of the course/program and element being described.

Due:
Submit via Oncourse by 11:55pm on September 17, 2012.
Curriculum in Higher Education Assignment #2
Leading Course Session

Goals:
Living the connections between conceptions of curriculum and instruction and what actually happens in the classroom is a crucial part of understanding teaching and learning. In many ways, students live with this connection differently than instructors. In this assignment, you will be a member of a team of instructors that will (a) learn in-depth about a set of instructional techniques and/or pedagogies and (b) design and deliver an experience for your classmates that helps them learn and, perhaps, experience those techniques and/or pedagogies.

Assignment:
Teams of students will be designated as instructors for two of our class sessions. You and your teammates will pick a group of related instructional techniques and/or pedagogies (we will discuss possible groupings in class). Relying on the scholarly and practical literature, your team will learn as much as possible about the techniques and pedagogies in order to develop an academic plan for your class session. Your team should make conscious decisions about all aspects of your class session from learning objectives to evaluation and assessment.

Consultation with the course instructor is encouraged. You may also draw on other instructional resources on campus (and beyond) as you see fit.

Any readings for class participants should be added to the appropriate folder in the Resources section of our Oncourse site at least one week in advance of your class session.

Grading:
As a part of developing a plan for their class session, instructors will develop methods for judging how well they met their objectives. This will provide the team with feedback. Teams are encouraged to debrief the session, including discussing the evaluation/assessment information gathered, after the session is over. No course grade will be assigned.

Due:
Class sessions led by instructional teams will be on October 22 and 29, 2012.
Curriculum in Higher Education Assignment #3

Paper

Goals:
In this paper, students will illustrate their mastery of conceptions of curriculum as well as an in-depth understanding of and ability to think analytically and creatively about a curricular problem or issue.

Assignment:
For this paper, you will identify a problem or issue with practical implications for the instructional experiences provided by colleges and universities. In the paper, you must:

a. Explain the problem or issue and justify its importance. You should draw on conceptions of curriculum for this section as well as connect your problem or issue to trends or debates that have been ongoing about college and university curricula.

b. Review and critique existing scholarly literature related to the issue or problem. Focus on the analysis and synthesis of past scholarly work. Remember to identify strengths and weaknesses of particular pieces of scholarship as well as the body of work in general.

c. Do one of the following:
   i. Identify research questions whose answers would help the field deal with the problem or issue you have identified and propose a study that would help you answer these questions, or
   ii. Make a persuasive argument, drawing on existing scholarship and your own thinking, for how the issue or problem should be dealt with by a particular group of people (e.g., faculty members) within higher education.

The body of your paper should be no longer than 15 pages, double-spaced (references, tables, and figures are not included in the 15 pages). Use APA style for citations, references, and formatting.

Example projects:
1. Instructional process X is being touted as the best way to teach subject Y to population Z. Pursuing new instructional processes for subject Y is essential because population Z has historically done very poorly in that subject area. Though process X sounds promising, the existing empirical evidence is weak at best due to sample problems and unusually weak study methods. As a result, I propose to examine the effectiveness of process X by pursuing research questions A and B with method C.

2. Evidence is mounting that college faculty are not effective due to their outdated conceptions of what a college education should be. Without a shift in their conceptions of collegiate education, we risk our economic viability as a country and diminish our odds of producing effective leaders for our communities. Though leaders in and outside of education have identified this problem, little has been done to articulate a vision for how to move our institutions from where we are today to where we need to be tomorrow. Interestingly, researchers and practitioners have already discovered many of the methods that will help. I propose plan A for getting us to where we need to be.
Criteria for Grading:

- Good writing, including organization, flow, sentence structure, grammar, and spelling.
- Appropriate use of APA.
- Complex understanding of the problem or issue, including its connection to scholarly writing and historical issues or debates about curricula.
- Sound justification, supported with relevant literature, for the importance of the issue or problem.
- Clear understanding of the curricular problem or issue.
- Quality of (a) your research questions and design or (b) your argument and course of action.

Due:
Submit via Oncourse by 11:55pm on November 16, 2012.
Curriculum in Higher Education Assignment #4
Final Exam Questions

Goal:
To illustrate your command of course topics by designing creative and insight-provoking exam questions.

Assignment:
For this assignment, you will write three final exam questions appropriate for your peers in this class. Each question should be creatively written and should require the person answering the question to analyze and synthesize information from across their experiences in this course. Further, the questions should provoke answers that demonstrate that the responder has reached one or more of the course goals and can think independently about curricular issues. Finally, each question should be answerable in an essay about 7 pages long.

Criteria for Grading:
• Question clarity.
• Question would require a complex answer that covers multiple course topics and at least one course goal.
• Question reflects a clear understanding of curricular issues or problems

Due:
Submit via Oncourse by 11:55pm on December 7, 2012.