Fall 2016 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

Sections: 11453 (IUB) and 23400 (IUPUI)
When: Fridays from 1:00pm – 3:45pm
Where: ED 1002 (IUB) and/or ES 2101 (IUPUI)
Canvas site: https://iu.instructure.com/courses/1561388
Video bridge: Connect to 2323400@vc.iu.edu via Lync OR go to https://bridge.iu.edu, enter 2323400 and your name, click “Connect”
Instructors: Thomas F. Nelson Laird  Megan Bottoms
Email tflaird@indiana.edu  mbottoms@indiana.edu
Phone 812-856-8366 (office)  812-856-6081 (office)
Office ED 4264, EG 415  801 N Jordon Ave

Course Objectives

• To think seriously about and discuss what makes collegiate courses and curricula work well
• 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 planning model
• To describe and critique academic plans and academic planning definitions and models
• To understand and discuss specific pedagogies for collegiate instruction
• To understand current issues related to 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://studentaffairs.indiana.edu/disability-services-students/index.shtml) to help determine appropriate accommodations.
Course Readings

Text

Other readings
These can be found in the Files folder on our Canvas site.

Assignments, Due Dates, and Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points assigned</th>
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</thead>
<tbody>
<tr>
<td>1 Educational experience description</td>
<td>9/16</td>
<td>30</td>
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<tr>
<td>2 Reflective journaling and questioning</td>
<td>each week</td>
<td>40</td>
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<tr>
<td>3 Final exam questions</td>
<td>12/9</td>
<td>30</td>
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- 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://studentcode.iu.edu/.

Course Grading Scale

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<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>93 to 100</td>
<td>A</td>
<td>87 to &lt;90</td>
<td>B+</td>
<td>77 to &lt;80</td>
<td>C+</td>
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<tr>
<td>90 to &lt;93</td>
<td>A-</td>
<td>83 to &lt;87</td>
<td>B</td>
<td>73 to &lt;77</td>
<td>C</td>
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<td></td>
<td></td>
<td>80 to &lt;83</td>
<td>B-</td>
<td>70 to &lt;73</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>
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</thead>
<tbody>
<tr>
<td>Week 1 — 8/26</td>
<td><em>Getting Started</em> Syllabus, ground rules</td>
<td>None</td>
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<tr>
<td>Week 3 — 9/9</td>
<td><em>Academic Plans — History, Purpose, &amp; Structures</em></td>
<td>Lattuca &amp; Stark (2009) Ch. 2</td>
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<td></td>
<td></td>
<td>Gaff, Ratcliff, et al. (1997) Ch. 1, 3-5</td>
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<td>Rudolph (1977) Ch. 7</td>
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<tr>
<td>Week 4 — 9/16</td>
<td><em>Academic Plans — External Influences</em></td>
<td>Bennett (1984)</td>
<td>Description of Ed Experience 9/16 @ 1:00p</td>
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<td>Elliott (1885)</td>
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<td>Gaff, Ratcliff, et al. (1997) Ch. 6-7</td>
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<tr>
<td>Week 5 — 9/23</td>
<td><em>Academic Plans — Internal Influences</em></td>
<td>Lattuca &amp; Stark (2009) Ch. 3&amp;4</td>
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<td>Biglan (1973a,b)</td>
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<td>Trowler (2012)</td>
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<td>Manathunga &amp; Brew (2012)</td>
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<td>Week 7 — 10/7</td>
<td><em>FALL BREAK (NO CLASS)</em></td>
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<tr>
<td>Week 8 — 10/14</td>
<td><em>Creating Academic Plans — Alternative Models</em></td>
<td>Read about an academic planning model different from Lattuca &amp; Stark — post citations or readings in Week08 folder</td>
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<tr>
<td>Week 9 — 10/21</td>
<td><em>Instructional Implications of Knowledge about Learners</em></td>
<td>Lattuca &amp; Stark (2009) Ch. 6</td>
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<td>Barr &amp; Tagg (1995)</td>
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<td>Griffin et al. (2007)</td>
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<td>King &amp; Kitchener (2004)</td>
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<td>Week 11 — 11/4</td>
<td><em>Pedagogies</em></td>
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<td>Week 12 — 11/11</td>
<td>Current Issues 1 — Curriculum Design in Student Affairs</td>
<td>ACPA (1996)</td>
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<td>Blimling (2015) Ch. 8</td>
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<td>Keeling (2004)</td>
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<td>Kerr &amp; Tweedy (2006)</td>
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<td>Maki (2004)</td>
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<td>Week 13 — 11/18</td>
<td>Evaluation/Assessment &amp; Adjustment/Improvement</td>
<td>Lattuca &amp; Stark (2009) Ch. 8&amp;10</td>
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<td>Gaff, Ratcliff, et al. (1997) Ch. 30</td>
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<td>Huber &amp; Hutchins (2005) Ch. 2</td>
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<td>Stevens (1988)</td>
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<td>Week 14 — 12/2</td>
<td>Current Issues 2 — Liberal &amp; General Education into the 21st Century</td>
<td>AAC&amp;U (2007)</td>
<td>Reflective Journal 12/2 @ 1:00pm</td>
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<td>Whatwilltheylearn.com (visit &amp; explore)</td>
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<td>Harvard (1945) p. 42-78</td>
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<td>Harvard University (2007)</td>
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<td>Nelson Laird et al. (2009)</td>
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<td>Yale Report of 1828</td>
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<td>Week 15 — 12/9</td>
<td>Current Issues 3 — Diversity Inclusion</td>
<td>Engberg (2004)</td>
<td>Final Exam Qs 12/9 @ 1:00p</td>
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<td>Kitano (1997)</td>
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<td>Nelson Laird (2014)</td>
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<td>Nelson Laird (2011)</td>
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<td>Nelson Laird &amp; Engberg (2011)</td>
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* See Appendix A for complete reading citations

** See Appendix B for instructions and options
Assignment #1
Description of a Course

Goal:
To use Lattuca and Stark’s academic planning model to describe the elements of a course.

Assignment:
Choose an undergraduate or graduate course you took as a student or taught as an instructor. Gather materials from the course (e.g., syllabus, assignments, reading list, class notes). Also, spend some time reflecting on and making notes about what occurred in the course.

Start your paper by giving a general overview of the course.

Then, drawing on information from the materials you gathered and your reflective notes, describe each of the eight elements of the course (see Lattuca & Stark’s Figure 1.2 for the eight elements). For each element:

- Describe the element using evidence from your materials and reflective notes giving sufficient detail for your reader to get a good sense of the element; and
- Be sure to distinguish between what was made explicit about the element during the course and what was more implicit. For example, making students better writers could be an explicit or implicit goal of a course. If explicit, that goal likely appears in the syllabus and/or was stated by the instructor multiple times. If it was not explicitly stated but there were multiple writing assignments with extensive written and oral feedback, then improving student writing seems to be an implicit goal of the course.

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

Were there any aspects of the course/program that were important to you but do not seem to fit within any of the eight model elements? Address 1-2 of these, if applicable (this might illustrate limitations with Lattuca & Stark’s 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 12 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, spelling, and appropriate citation and quotation using an accepted style (e.g., APA, Chicago, MLA).
- Effective use of Lattuca and Stark’s curriculum model for your descriptions.
- Element descriptions that demonstrate a clear understanding of parts of the course.

Due:
Submit via Canvas by 1:00pm on September 16, 2016.
Assignment #2
Reflective Journaling and Questioning

Goal:
To stimulate your thinking while reading and to prepare you for course discussion.

Assignment:
For each of the first 12 weeks we have readings (Weeks 2-6 and 8-14, but not Week 15), you will do two things:

a. Write a 1-2 page journal entry. Your journal should be a MS Word document you keep adding to throughout the semester. In it, please date each entry. For each entry, reflect on the readings for the week and record your thinking as well as questions you have about the readings. The journal should not contain summaries of the readings. Your thoughts should reflect your analysis or synthesis of things covered in the readings (e.g., “liberal education seems antiquated to me because _______”). Your questions should not be factual or clarifying, but should stimulate disagreement among reasonable people (e.g., “Do general education programs really produce liberal learning? What’s the evidence?”).
b. Pull 2-3 questions from your journal entry that you think would be good to discuss in class and submit them via email to the instructors by Thursday at midnight (the night prior to when we will discuss the readings).

You will submit your journal, with at least 10 entries before class in Week 14. Your journal and its entries do not need to be formal nor formatted according to APA. However, please do follow APA for citations.

Criteria for Grading:
- Each time you submit questions by Thursday at midnight, you will receive 1 point (10 points max, meaning you can miss 2 weeks without penalty).
- For each week your questions are thought/disagreement provoking, you will receive 1 point (10 points max).
- For each entry in your journal, you will receive 1 point (10 points max, meaning you can miss 2 weeks without penalty).
- Each time an entry reflects thoughtful analysis and/or synthesis, you will receive 1 point (10 points max).

Due:
Submit Journal via Canvas by 1:00pm on December 2, 2016.
Assignment #3
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 analysis and synthesis of information from across the experiences of this course if someone were to respond to the question (but you do not need to write a response to the question). 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 Canvas by 1:00pm on December 9, 2016.
Appendix A
Course Reading Full Citations


Appendix B
Pedagogy Reading

Choose a book about pedagogy (e.g., critical, constructivist, Socratic) to read prior to Week 11’s class session. You may read one of the books listed below or find one for yourself. Please let the instructor know which book you have chosen a least a week before class. Come to class prepared to summarize the pedagogy covered in your chosen book and the ways the book has influenced your thinking about college teaching.


