

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
	<i>Email</i> tf Laird@indiana.edu	mbottoms@indiana.edu
	<i>Phone</i> 812-856-8366 (office)	812-856-6081 (office)
	<i>Office</i> 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

Lattuca, L. R. & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context* (2nd edition). San Francisco: Jossey-Bass.

Other readings

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

Assignments, Due Dates, and Points

Assignment	Date Due	Points assigned
1 Educational experience description	9/16	30
2 Reflective journaling and questioning	each week	40
3 Final exam questions	12/9	30

- 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

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
93 to 100	A	87 to <90	B+	77 to <80	C+
90 to <93	A-	83 to <87	B	73 to <77	C
		80 to <83	B-	70 to <73	C-

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

Week—Date	Content of Class	Readings*	Due Dates
Week 1—8/26	<i>Getting Started</i> Syllabus, ground rules	None	
Week 2—9/2	<i>Academic Plans—Definition & Model</i>	Lattuca & Stark (2009) Ch. 1	
Week 3—9/9	<i>Academic Plans—History, Purpose, & Structures</i>	Lattuca & Stark (2009) Ch. 2 Gaff, Ratcliff, et al. (1997) Ch. 1, 3-5 Rudolph (1977) Ch. 7	
Week 4—9/16	<i>Academic Plans—External Influences</i>	Bennett (1984) Elliott (1885) Gaff, Ratcliff, et al. (1997) Ch. 6-7 U.S. Department of Education (2006)	Description of Ed Experience 9/16 @ 1:00p
Week 5—9/23	<i>Academic Plans—Internal Influences</i>	Lattuca & Stark (2009) Ch. 3&4 Biglan (1973a,b) Trowler (2012) Manathunga & Brew (2012)	
Week 6—9/30	<i>Creating Academic Plans—Planning & Design</i>	Lattuca & Stark (2009) Ch. 5 Farrell (2003)	
Week 7—10/7	FALL BREAK (NO CLASS)		
Week 8—10/14	<i>Creating Academic Plans—Alternative Models</i>	Read about an academic planning model different from Lattuca & Stark—post citations or readings in Week08 folder	
Week 9—10/21	<i>Instructional Implications of Knowledge about Learners</i>	Lattuca & Stark (2009) Ch. 6 Barr & Tagg (1995) Griffin et al. (2007) King & Kitchener (2004)	
Week 10—10/28	<i>Instructional Processes</i>	Lattuca & Stark (2009) Ch. 7	
Week 11—11/4	<i>Pedagogies</i>	Read 1 book on college pedagogy**	
Week 12—11/11	<i>Current Issues 1—Curriculum Design in Student Affairs</i>	ACPA (1996) Blimling (2015) Ch. 8 Keeling (2004) Kerr & Tweedy (2006) Maki (2004)	
Week 13—11/18	<i>Evaluation/Assessment & Adjustment/Improvement</i>	Lattuca & Stark (2009) Ch. 8&10 Gaff, Ratcliff, et al. (1997) Ch. 30 Higbee (2003) pp. 1 -58 Huber & Hutchins (2005) Ch. 2 Stevens (1988)	
THANKSGIVING BREAK, 11/21 TO 11/25 (NO CLASS)			
Week 14—12/2	<i>Current Issues 2— Liberal & General Education into the 21st Century</i>	AAC&U (2007) Whatwilltheylearn.com (visit & explore) Harvard (1945) p. 42-78 Harvard University (2007) Nelson Laird et al. (2009) Yale Report of 1828	Reflective Journal 12/2 @ 1:00pm
Week 15—12/9	<i>Current Issues 3— Diversity Inclusion</i>	Engberg (2004) Kitano (1997) Nelson Laird (2014) Nelson Laird (2011) Nelson Laird & Engberg (2011)	Final Exam Qs 12/9 @ 1:00p
FINALS WEEK, 12/12 TO 12/16			

* 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

- American College Personnel Association (ACPA) (1996). *The student learning imperative: Implications for student affairs*. Washington, DC: Author.
- Association of American Colleges and Universities (AAC&U). (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education and America's Promise*. Washington, DC: Author.
- Barr, R. B. & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change: The magazine of higher learning*, 27(6), 12-26.
- Bennett, W. J. (1984). *To reclaim a legacy: A report on the humanities in higher education*. Washington, DC: National Endowment for the Humanities.
- Biglan, A. (1973a). The characteristics of subject matter in different academic areas. *Journal of Applied Psychology*, 57, 195-203.
- Biglan, A. (1973b). Relationships between subject matter characteristics and the structure and output of university departments. *Journal of applied psychology*, 57(3), 204-213.
- Blimling, G.S. (2015). *Student Learning in College Residence Halls*. San Francisco, CA: Jossey-Bass.
- Eliot, C. W. (1885). *The elective system*. Found at http://www.higher-ed.org/resources/Charles_Eliot.htm.
- Engberg, M. E. (2004). Improving intergroup relations in higher education: A critical examination of the influence of educational interventions on racial bias. *Review of Educational Research*, 74(4), 473-524.
- Ferrell, E. F. (2003, February 14). Phoenix's unusual way of crafting courses. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Phoenixs-Unusual-Way-of-Cr/35119/>.
- Gaff, J. G., Ratcliff, J. L., & Associates (Eds.) (1997). *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to the Purposes, Structures, Practices, and Change*. San Francisco: Jossey-Bass.
- Griffin, P., Hahn D'Errico, K., Harro, B., & Schiff, T. (2007). Heterosexism curriculum design. In Adams, M., Bell, L. A., & Griffin, P. (Eds.), *Teaching for Diversity and Social Justice*. New York: Routledge.
- Harvard College (1945). *General education in a free society: Report of the Harvard committee*. Cambridge, MA: Harvard University Press.

- Harvard University (2007). *Report of the Task Force on General Education*. Cambridge, MA: Author.
- Higbee, J. L. (Ed.) (2003). Curriculum transformation and disability: Implementing Universal Design in higher education. Found at <http://conservancy.umn.edu/handle/11299/5356>.
- Huber, M. T. & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. San Francisco: Jossey-Bass.
- Keeling, R. P. (Ed.). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators & American College Personnel Association.
- Kerr, K. & Tweedy, J. (2006). Beyond seat time and student satisfaction: A curricular approach to residential education. *About Campus*, 11(5), 9-15
- King, P. M., & Kitchener, K. S. (2004). Reflective judgment: Theory and research on the development of epistemic assumptions through adulthood. *Educational psychologist*, 39(1), 5-18.
- Kitano, M. K. (1997). What a course will look like after multicultural change. In Morey, A. I., & Kitano, M. (Eds.). (1997). *Multicultural course transformation in higher education: A broader truth* (pp. 18-34). Boston: Allyn & Bacon.
- Maki, P. L. (2004). Maps and inventories: Anchoring efforts to track student learning. *About Campus*, 9(4), 2-9.
- Manathunga, C. & Brew, A. (2012). Beyond tribes and territories: New metaphors for new times. In Trowler, P., Saunders, M., & Bamber, V. (Eds.), *Tribes and territories in the 21st century: Rethinking the significance of disciplines in higher education* (pp. 44-56). New York: Routledge.
- Nelson Laird, T. F. (2011). Measuring the diversity inclusivity of college courses. *Research in Higher Education*, 52, 572-588.
- Nelson Laird, T. F. (2014). Reconsidering the inclusion of diversity in the curriculum. *Diversity and Democracy*, 17(4), 12-14.
- Nelson Laird, T. F. & Engberg, M. E. (2011). Establishing differences between diversity requirements and other courses with varying degrees of diversity inclusivity. *Journal of General Education*, 60, 117-137.
- Nelson Laird, T. F., Niskodé-Dossett, A. S., & Kuh, G. D. (2009). What general education courses contribute to essential learning outcomes. *Journal of General Education*, 58(2), 65-84.
- Rudolph, F. (1977). *Curriculum. A History of the American Undergraduate Course of Study Since 1636*. San Francisco: Jossey-Bass.

Stevens, E. (1988). Tinkering with teaching. *The Review of Higher Education*, 12(1), 63.

Trowler, P. (2012). Disciplines and interdisciplinarity: Conceptual groundwork. In Trowler, P., Saunders, M., & Bamber, V. (Eds.), *Tribes and territories in the 21st century: Rethinking the significance of disciplines in higher education* (pp. 5-29). New York: Routledge.

US Department of Education (2006). *A test of leadership: Charting the future of US higher education*. Washington, DC: Author.

Yale College (1828). *Reports on the course of instruction in Yale College*. New Haven, CT: Author.

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 at 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.

- Bain, K. (2011). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Brookfield, S. & Preskill, P. (2005). *Discussion as a way of teaching* (2nd edition). San Francisco: Jossey-Bass.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield.
- Freire, P. (1994). *Pedagogy of hope: Reliving pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1970). *Pedagogy of the oppressed* (trans. Myra Bergman Ramos). New York: Continuum.
- hooks, b. (2009). *Teaching critical thinking: Practical wisdom*. New York: Routledge.
- hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.
- hooks, b. (1994). *Teaching to transgress*. New York: Routledge.
- Palmer, P. J. (2010). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Pelech, J. & Pieper, G. W. (2010). *The comprehensive handbook of constructivist teaching: From theory to practice*. Charlotte, NC: Information Age Pub.
- Wilberding, E. (2014). *Teach like Socrates: Guiding Socratic dialogues and discussions in the classroom*. Waco, TX: Prufrock Press.