Instructor: René Antrop-González, Ph.D.
Contact Information: Tel.—229-5657; E-Mail—antrop@uwm.edu
Office: Enderis Hall, 353
Office Hours: By appointment
Class Location and Time: Enderis Hall, 388; Mondays (F2F) on 2/4, 2/18, 3/4, 3/25, 4/8, 4/22, 4/29, and 5/6 [5—7:40 PM]

COURSE DESCRIPTION

This course aims to explore conventional and unconventional (critical) approaches/forces of thought in curriculum planning, theory, and policy. It is also designed to provide participants with background information related to the sociopolitical/historical construction of curriculum theory, policy, and planning. Finally, course participants will construct/design a school with group members. After completing the course participants should be able to process the following areas of inquiry:

- What are the salient philosophies and characteristics of the systematic, existentialist, radical, and pragmatic curricula?
- What constitutes progressive vs. conservative curriculum theory/policy and who decides?
- What is the hidden curriculum and how does it impact the lives of urban youth?
- What are the various kinds of schools that exist and how are their curricula differentiated and for whom?
- How do we connect these ideas around the construction/design of a school?

REQUIRED READING SELECTIONS

The following reading materials are required for this course and are available at Panther Books located on 3132 N. Downer Avenue.


ASSIGNMENTS AND GRADING

The grade you earn in this course is based on a number of factors including class attendance, the application/synthesis of knowledge to papers, class and online discussions, and the quality completion of a final group project. The types of assignments and grading criteria are as follows:

Mid-Term “Exam” (50 Points)

There will be a mid-term exam in this class. However, this exam is not what may usually be known as a “comprehensive” exam. This exam will be take-home and you will select two questions from the various key questions that appear on this syllabus for each unit. You are expected to answer each question you select in no more than three, double spaced pages for a
Each student is expected to regularly participate in class and online discussions and evidence knowledge of the readings by making pertinent contributions. All students are expected to have done all the assigned readings for each class. Regarding attendance, I know that we all have busy lives, as we have to balance family, work, and school. However, life is complex as we strive to be professionals/intellectuals in the teaching field. In other words, we are all busy! Therefore, unless you have an emergency, I expect you to be present for all class meetings. Your performance as a professional/student depends on your punctuality and attendance! Depending upon individual circumstances, I have the option of deducting 10 points from your final grade for each unexcused absence you incur. In the event of a real emergency, please contact me if you must miss class.

Online Participation

Because this course is a hybrid course, there will be an online component. The online portion of the course will be conducted on D2L. Just like the face to face portion of this course, we will extend our discussions online. Assignments will still be presented and submitted in the face to face portion of the course, not in the drop box on D2L.

For the online, D2L discussions, each participant will be required to follow my instructions regarding required number of posts, as I post them on D2L prior to each online class. I will post an introduction to each online session by Thursday afternoon, if not sooner. Please keep in mind that our online discussions will NOT be synchronous, which means they will not be real time discussions. In other words, while our online class is scheduled for Friday evenings, you could begin to post as early as Thursday evening and as late as Monday afternoon. Nonetheless, please remember to follow the online instructions I provide for each online session regarding the number of postings required and other general instructions, per each class session.

Final Project/Teacher Led School Proposal Assignment (50 Points)

EIGHT STEPS TO SCHOOL DESIGN

I suggest you follow these 8 steps to get started on your teacher-led/principal-led design. These suggestions are a draft and are not set in stone. In other words, please feel free to utilize other media for your school design, such as film. Finally, these steps constitute a working document for your group to use as you learn more about curriculum and pedagogy in this class.
1. There are to be five groups of 3 students for this project.
2. MISSION STATEMENT Look on the internet for school mission statements that your school may use as a guide. Use school and district websites to find these. Finally, construct a mission statement.
3. VISION STATEMENT Construct a vision statement that your group would like to adopt and adapt for the school. Use school and district websites to find these.
4. GOALS AND OBJECTIVES Write 4 goals and 4 objectives that frame your school.
5. Locate the Wisconsin State Standards pages your group will reference in your work.
6. Title the school.
7. List what subject will be taught at what grade levels.
8. Decide upon the key components of your school: size of school, urban, suburban, magnet, charter, traditional, theme or focus.

Your finished product should include each of the 8 elements requested in the design process. At this juncture, you may turn in your paper as an outline or abbreviated report with bullet points to cover the various areas. Please also include the names of all participants in the group. Your final paper/project will be turned in to me and presented to near the end of the semester. Please refer to the rubric for this assignment on pages 9-11.

CRITERIA FOR ASSIGNMENT OF LETTER GRADES (TOTAL: 150 POINTS)

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<tr>
<th>Attendance/Class and Online Participation</th>
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<tr>
<td>Mid-Term Exam</td>
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<td>Final Paper/Project</td>
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MAJOR UNITS/THEMES

Class Introduction(s)—(1/28/13)

Who are we?
What is expected in this class?
How will we go about meeting our objectives as a negotiating team?
Why curriculum planning/theory/policy?
Unit 1: The Systematic Curriculum (2/4/13*)
Key Questions: What are the salient characteristics of the systematic curriculum? To what extent is NCLB reflected in this type of curriculum?

Unit 2: The Critical Pedagogues in Curriculum (2/11, 2/25/13)
Key Questions: What is the hidden curriculum? What is hegemony and its role in curricular constructions? To what extent is curriculum political? What is critical care and to what extent is it tied to counterhegemonic curricular practices?

Unit 3: Exploring and Engaging our Assumptions around Curriculum (2/18/13*)
Key Questions: How do we define curriculum? What assumptions shape our definitions?
Guest Curriculum Worker: Dr. Anne Nordholm, Great Lakes Constructivist Consortium (GLCC) [Milwaukee, WI]

For this class session, Dr. Anne Nordholm of the Great Lakes Constructivist Consortium (GLCC) will facilitate this discussion/exercise. The main objective of this session is to discuss the various ways we define curriculum and the extent to which these definitions are shaped by our assumptions regarding schooling and why schooling is shaped the way it is. Dr. Nordholm will also discuss Backward Design.
Readings: Various readings on curriculum and core standards [pp. 55-69, 143-147 of course packet]

Unit 4: The Hidden Curriculum of Compulsory Schooling (3/4/13*)
Key Questions:

Unit 5: What do Schools Teach and for Whom? (3/11/13RG3)
Key Questions: What are differentiated curricula and how are they manifested? For whom?
Unit 6: A Nation at Peril: The “Conservatives” Talk Back (3/25/13*)
Key Questions: In what ways is the United States at risk in terms of education? Who is to “blame?” What/Who is at stake? Who decides? What should be taught? How is cultural literacy defined and by whom?

Unit 7: Small Schools and Urban Youth: An Examination of School Culture (4/1/13, 4/8/2013*)
Key Questions: Why small schools? What are the advantages and/or disadvantages of small schools? What are the characteristics of successful small urban schools?
Readings: Chapters 1-3 [for 4/1]
Chapters 3-6 [for 4/8]

There will be no class held on April 15th, so small groups can finalize final projects.

Final Projects/Presentations
Presented in class on April 22 and 29, 2013

Wrap Up Session on May 6, 2013

University Policies and Procedures

Participation by Students with Disabilities: If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodation for Religious Observances: Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Complaint Procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
Grade Appeal Procedures: A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. A more detailed description of the grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Discriminatory conduct: The University of Wisconsin-Milwaukee remains steadfastly committed to the principles of academic freedom. This commitment requires an equally strong obligation to foster respect for the dignity and worth of each individual. Without this respect, the principles of academic freedom become meaningless. Moreover, relationships such as student-faculty and employee-supervisor have inherent power differences that compromise some persons’ ability to protect their own rights. Therefore, this University must provide an environment that respects the value of each individual and which does not tolerate discriminatory conduct of any kind.

Grade of “Incomplete:” A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. A more detailed description of the Incomplete Policy may be found in the UWM Schedule of Classes.

A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.
APPENDICES/RUBRICS

Online Discussions/Mid Term “Exam”

This assignment engages you in reflecting on the larger question of how curriculum shapes pedagogy, instruction, and student learning. Use specific examples, concepts, and quotes from the authors in addition to your schooling/teaching experiences to discuss your thoughts.

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<th>unclear or unidentifiable focus; bare connections to issues of education</th>
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<td>clear ideas, but not threaded throughout the paper; limited connections to issues of micro and macro issues of education</td>
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<td>2</td>
<td>clear, thoughtful articulation of ideas, connections to text, strong connections to micro and macro issues of education</td>
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Clearly identified text/idea

Response to the identified text/idea

Writing quality

Teacher-Led/Principal-Led School Proposal Presentation

Small Team Presentation

II. Introduction to the School (2 points)
   Name of the School
   Unique Emphasis/Orientation/Philosophy
   Targeted grade levels and students

II. Overview of Curriculum Proposal (6 points)
   Models of instruction, curricular models, pedagogical approaches particular to the teachers or school
   size of school, targeted classroom size
   professional development opportunities
   parental/community connections
   special education considerations
   extra-curricular opportunities

III. Presentation (3 points)
   Engages Class in Curricular Thinking
   Invites Curricular Dialogue, Critique, & Reflection
   Articulates Ideas, References Course Materials, and Discussions

IV. Brochure or flyer. (4 points)
   Descriptive, well-written, highlights curricular elements for both students and parents. Articulated vision and mission. Targeted grade levels and students
### Teacher-Led School/Principal-Led Presentation Rubric

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### Teacher-Led/Principal-Led School Proposal Rubric

Your written proposals will be assessed for the depth of *curriculum* knowledge exhibited, imagination/creativity evident in the proposal; coherence of the proposal; the completeness of the proposal for the above components; and the written quality of the proposal. The written proposal should include 5-7 outside references that support your group’s curriculum choices. These references should be integrated throughout the proposal.

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<th>Depth provided. Analysis is thorough. Strong connections made between multiple readings</th>
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One important school reform movement in the US is the development and operation of teacher-led schools. Generally, a group of teachers produce an idea for a school and marshal that idea into reality. Many of the proposals are weak in or missing in curriculum description, ideology or imagination. You will use your curriculum knowledge to demonstrate the power of the ideas of teachers. During the course, you will work with a small team of peers in the course to develop a proposal for a new school that is based in the idea of teacher or principal leadership in terms of curriculum and school improvement and change. Your proposal should be limited to a focus on the curriculum of the school rather than on administration, facilities and so on. Include the following sections in your 10-15 page proposal:

An Abstract- 150 words or less 3 points

School Overview 5 points
(name of the school; the mission; the vision; the core beliefs; how the mission, vision, & core beliefs are grounded in and shape curriculum; age groups; urban/suburban/rural population(s)

Unique Curriculum Contribution 4 points
(how the curriculum is unique; what elements of the curriculum are typical of schools; and what research/evidence and practices support the achievability of curriculum for the items in the overview)
Curriculum, Teaching, & Learning **12 points**
(Content of the curriculum and instructional program; instructional methodology; relationship of curriculum & teaching to learning; justification for the curriculum and instructional approaches; special education resources; parent/school relationships)

Standards, Assessment and Accountability **5 points**
(Wisconsin Standards addressed; new/additional standards addressed; requirements for successfully matriculating from the school; how the curriculum will be assessed)

Professional Development **5 points**
What types of support will the school offer the teachers? How will the school build in communal time for professional development and continuous dialogue?

References **6 points**
APA submitted, 7-10 outside references that inform any of your curriculum decisions. These can include articles, books, or reports discussing school models, research findings, or accounts of practice. References should support more than one section of the curriculum.