

EDCS 824
Curriculum Seminar: Theory and Practice
University of South Carolina
Department of Instruction and Teacher Education

Professor: Dr. Suha Tamim
Term: Fall 2021, 08/19-10/11
Time/Location **Blackboard**
Office: Virtual: Online meetings by appointment
Contact: Email: TAMIMS@mailbox.sc.edu

REQUIRED TEXTBOOK

- Flinders, D. J., & Thornton, S. J. (2017) (Eds.) *The curriculum studies reader* (5th ed.). Routledge.
- Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd ed.). Corwin.
- Schiro, M. S. (2013). *Curriculum theory*. (2nd ed.). Sage.
- *Publication manual of the American Psychological Association* (7th ed). American Psychological Association.

STATEMENT OF COURSE GOALS AND OBJECTIVES

This course is designed to introduce students to and/or further students' knowledge of theory of curricula in the classroom and society. The course will assist in the exploration of the knowledge and skills essential to understanding curriculum theory and its relationship to the design and development of a literature review (i.e., review of related literature for your research topic).

Upon successful completion of this course, students will have demonstrated skills in:

- Analysis of curriculum theory and its application to practice.
- Scholarly writing for a Literature Review (chapter two of your DiP).
- American Psychological Association (APA), 7th ed. style citations.

COURSE REQUIREMENTS

Class Participation and Discussion

Students are expected to complete assigned readings, post their reactions to the readings on Blackboard's designated discussion boards, and electronically submit their assignments on due dates.

Assignments

In this course, students are expected to fulfill the requirements for the following assignments:

- a. Discussion Board Posts.
- b. Quick Reference Guide.
- c. Literature Review Chapter 2 and related assignments.

Assignment Due Dates

No credit will be given for assignments submitted after the scheduled due date unless the instructor has given prior approval.

ACADEMIC INTEGRITY

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

ACCOMODATING DISABILITIES

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

THE CAROLINA CREED

"The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic dialogue and civil discourse are the cornerstone of the educational system and crucial to individual growth. Students are encouraged to practice personal and academic integrity, respect the rights and dignity of all persons, respect the rights and property of others, discourage bigotry, while striving to learn from differences in people, ideas, and opinions, and demonstrate concern for others, their feelings, and their need for conditions which support their work and development".

DESCRIPTION OF ASSIGNMENTS

1. Discussion Board Posts in Blackboard (15 points each)

- You are expected to post to the discussion board a thoughtful post by midnight on Sunday.
- Your posts need to show your skills in scholarly writing. This means that the statements you make, whether they reflect your personal opinion or not, need to be supported with evidence from the literature. You can discuss examples

of your practice but make sure you link them to theories, models, research, or other instances from the literature. Include at least 2 credible references.

- Your references need to be taken from credible sources such as peer-reviewed journals, textbooks, credible websites or other electronic sources. Paraphrase and synthesize the literature. In addition, use one or two direct quotes. Caution: use direct quotes minimally. In other words, I want to hear your voice and not read a series of copied and pasted quotes, especially long quotes (40 words or more).
- You are expected to show excellent APA skills in text and in the reference list. Please refer to the APA manual and the other resources posted in Blackboard.
 - * **Raise 2 questions** that intrigued you from the readings (no minimum word requirement).
 - * Search the literature to answer those questions. Use sources different from the assigned readings (no less than 100 words per answer).
 - * In addition to your post, you will respond the next day to **two or more** of your fellow classmates to expand the collegial conversation, and to demonstrate a commitment to intellectual discourse.
 - * Answer each question separately. Question 1/Answer 1 then Question 2/Answer 2.

B. Quick Reference Guides on Curriculum Theory 59 points. Due with each discussion post: One entry per group.

Using Google Docs, you will create two quick reference guides on the theories you read in your textbooks: The Curriculum Studies Reader and Curriculum Theory. This is a group activity through which, as a class, you will create one reference guide for each book. Each group will be responsible for annotating 3-5 chapters in Google Doc in 1-2 pages per chapter. In other words, each group will work on this activity only once. The rest of the class is responsible for editing the posted chapters and providing comments/feedback as needed. Each entry (per chapter) needs to include an introductory paragraph. You can get creative with the rest of the annotation/summary, continuing with text, using bullet points, diagrams, tables, colors, images, etc.

- 20 points for entry + 1 point per feedback per chapter, you are only expected to give one feedback per chapter.

D. Literature Review 250 points.

The literature review process will cover several assignments:

1. Fishbone Diagram

2. Annotations
3. Outline
4. First 12-15 page draft to include:
 - a. Introduction, Literature Review Methodology, Theoretical Framework, and some Headings and other headings, plus referencesOR
 - b. Introduction, Literature Review Methodology, Theoretical Framework, and Historical Perspectives, plus referencesOR
 - c. Introduction, Literature Review Methodology, Theoretical Framework, and Related Research, plus references.
5. Second 12-15 page draft to include:
 - a. Remaining headings not covered in draft 1, plus references.
 - b. If you choose to keep the second draft with the first draft in the same file, please make sure to indicate where the new content is.

*Links to social justice can either be weaved in the chapter or placed under a separate heading.

Literature Review Guidance Document

Write a 25-30 page Literature Review that includes the following:

1. Introduction (of the topic and its relationship to the Scholarly Literature)
 - Statement of the Problem of Practice
 - Research Question (about the PoP)
 - Purpose of the Study
2. Literature Review Methodology
3. Theoretical Framework
4. Historical Perspectives
5. Link to Social Justice
6. (Headings and Subheadings: depending on your topic)
7. Related Research
8. Summary
9. References

Note: submit a Word document not a PDF.

<p style="text-align: center;">Introduction (1.5-2 pages) (Don't use the heading Introduction)</p>	<p>Briefly reiterate the problem of practice, the rationale, the underlying causes and the research questions.</p> <p>In one paragraph, list the major themes that you will address in your chapter. In other words, create an advance organizer for the rest of the chapter.</p>
<p style="text-align: center;">Literature Review Methodology (1 paragraph)</p>	<p>Briefly describe the strategies you used to search the literature. List the names of the search engines and databases you used (ERIC, EBSCO, etc.) and types of sources you used (peer reviewed journals, textbooks, websites, personal communications, etc.)</p>
<p style="text-align: center;">Theoretical Framework</p>	<p>Discuss the curriculum, learning, or other theories that frame your problem of practice and proposed intervention. Use seminal work and primary resources. The theoretical framework needs to demonstrate a comprehensive knowledge of the literature on your topic by acknowledging the original proponents' theories and principles that underlie your problem of practice topic.</p>
<p style="text-align: center;">Historical Perspectives</p>	<p>Describe the historical perspectives that contextualize your own problem of practice, demonstrating a comprehensive knowledge of the literature on your topic by acknowledging the historical chain of thought that underlies your problem of practice topic.</p>
<p style="text-align: center;">Link to Social Justice (Don't use this wording for the heading)</p>	<p>You have the option to dedicate one or several headings highlighting how your study relates to social justice and equity OR you can intertwine it with the content under the previous headings. Make sure to address social justice links to your problem of practice as well as the implications of your proposed intervention/innovation/change on the social justice and equity in the setting of your study.</p>
<p style="text-align: center;">Headings and subheadings Specific to Your Research (Don't use this wording for the heading)</p>	<p>Address additional concepts that related to your PoP or Intervention.</p>

<p style="text-align: center;">Related Research</p>	<ul style="list-style-type: none"> • Include comparisons/contrasts of different points of view and/or different research outcomes. The cited research needs to be current (not more than 6 years old) unless it is of historical importance or if very little research is done on the topic. • When citing research studies, briefly go over the purpose, the sample/participants, the type of research (quantitative, qualitative, case study, etc.), methods, findings, and recommendations. This should not exceed one paragraph per study unless the study has seminal or historic importance. • Select studies that reflect the use of differing methodologies to investigate the outcomes of interest. • Discusses the relationship of the present action research study to previous research studies.
<p style="text-align: center;">Summary (0.5-1 page)</p>	<ul style="list-style-type: none"> • Summarize the relevant research and literature used. Relate to the present action research study.
<p style="text-align: center;">APA/CONVENTIONS OF WRITING</p>	<ul style="list-style-type: none"> • Written in academic English • Double-spaced • Free of spelling and grammatical errors • Completed within the suggested page length (25-30 pages) • Attentive to the criteria with headings and subheadings • Free of APA errors in text and in the reference list
<p style="text-align: center;">References</p>	<ul style="list-style-type: none"> • In text: describe primary sources within the content of the related review of research and literature drawn from acceptable peer-reviewed journals and/or sound academic journals and/or

	<p>there is a justification for using other secondary sources.</p> <ul style="list-style-type: none"> ● Reference list: show all references cited in the paper. Only list the sources you cited. Do not list sources you reviewed but did not cite.
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GRADES

- Discussion posts 6 x 15= 90 points
- Quick Reference Guide: 59 points
- Fishbone Template: 5 points
- 40 Annotations: 75 points
- Topic Outline: 30 points
- First 12-15 pages: 50 points
- Second 12-15 pages: 50 points
- Final Draft: 250 points

Grade	Points Earned	Percentage
A	553– 604	92-100%
B+	535 552	89-91%
B	503- 534	84-88%
C	456 – 502	76-83%
D	412- 455	69-75%
F	0 – 411	0-68%



Curriculum Studies Program Equity Statement

To our students in Curriculum Studies:

As we renew our commitment to social justice, the Curriculum Studies faculty embrace the College of Education's vision and mission to manifest these tenants in multiple ways. In particular, we want to ensure that you emerge from your EdD experience prepared to function as an education activist in your professional position by addressing issues of diversity, equity and inclusivity, especially by countering racism and anti-Black policies and practices in schools and communities. This has long been a commitment of the Curriculum Studies program and we write to reinforce this emphasis, your role in its actualization, and our efforts to foregrounding these goals across our program.

You will learn how to commit to social justice leadership through ongoing course work. Our collaboration with the Carnegie Project on the Education Doctorate (CPED) has also supported our work to define and enact principles that drive activism through the EdD degree program (Becton et al., 2020). The Curriculum Studies program faculty have defined activism as choosing to engage in service to, for, and/or with others for the purpose of promoting equity to improve the lived experience of a group or an individual. The CPED Framework and Design Principles further guide the Curriculum Studies program's commitment to social justice and obligation to eradicate racism and anti-Blackness in education through the reaffirmation of the first and third guiding principles of the CPED Framework:

The leadership of CPED stands in solidarity with Black and Brown communities, and we grieve with them for the injustices they have and continue to face. ...equity, justice, and ethics [form] the first principle upon which EdD programs should be designed to prepare educational leaders. The third CPED principle focuses on teaching educational leaders "to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships." We must make th[ese] principles a priority in our programs if we are to provide our practitioners with transformational skills. (CPED, 2019)

As curriculum leaders, we are indeed fortunate to be able to assist each other and the students we teach grow in ways that can lead to a better tomorrow. We have an immense capacity to positively influence curriculum on many levels and welcome you into the process.

As you enter this phase of your academic journey, we thank you for renewing your engagement in this work with a spirit of justice and love.

Sincerely,

***The Curriculum Studies Faculty
Department of Instruction and Teacher Education
University of South Carolina***

COURSE SCHEDULE

EDCS 824

Fall 2021

BEFORE CLASS STARTS

Review Syllabus
Order your Textbooks

WEEK ONE: August 19 – August 25

READ

- In Machi & McEvoy
 - Skim through the book to acquaint yourself with the literature review process.
- In Schiro: Chapters 1 – 4

WATCH YOUTUBE VIDEO

- Cause and Effect Fishbone Diagrams

REVIEW THE LITERATURE ON YOUR TOPIC AND ANNOTATE

Fishbone diagram (use template)

Research Questions on a separate paper to avoid crowding of the template
Due August 25, 2021

Post to discussion board on Schiro, not Machi and McEvoy
Due August 25, 2021

Post responses to discussion board
Due August 26, 2021

Group 1 Reference Guide Entries in Google Docs
Due August 25, 2021

Give Feedback and Comments to Google Docs Entries
Due August 26, 2021

WEEK TWO: August 26 – September 1

READ

- In Schiro: Chapters 5 – 7

REVIEW THE LITERATURE ON YOUR TOPIC AND ANNOTATE

Annotations of 20 articles and/or text (use template)
Due September 1, 2021

Post to discussion board
Due September 1, 2021

Post responses to discussion board
Due September 2, 2021

Group 2 Reference Guide Entries in Google Docs
Due September 1, 2021
Give Feedback and Comments to Google Docs Entries
Due September 2, 2021

WEEK THREE: September 2 – September 8

READ

- In Flinders & Thornton: Part I (Chapters 1 – 6)

REVIEW THE LITERATURE ON YOUR TOPIC AND ANNOTATE

Annotations of 20 more articles and/or text (use template)
Due September 8, 2021

Literature Review Outline
Due September 8, 2021

Post to discussion board
Due September 8, 2021

Post responses to discussion board
Due September 9, 2021

Group 3 Reference Guide Entries in Google Docs
Due September 8, 2021
Give Feedback and Comments to Google Docs Entries
Due September 9, 2021

WEEK FOUR: September 9 – September 15

READ

- In Flinders & Thornton: Part II (Chapters 7-13)

**Send First 12-15 pages of Chapter 2 for peer review
Due September 11, 2021 (optional)**

**Return Track changes to peers (optional)
Due September 13, 2021**

**Submit First 12-15 pages of Chapter 2 (one clean edited copy in Word)
Due September 15, 2021**

**Post to discussion board
Due September 15, 2021**

**Post responses to discussion board
Due September 16, 2021**

**Group 4 Reference Guide Entries in Google Docs
Due September 15, 2021**

**Give Feedback and Comments to Google Docs Entries
Due September 16, 2021**

WEEK FIVE: September 16 – September 22

READ

- In Flinders & Thornton:
 - Part III (Choose 4 chapters to read and comment on)
 - Part IV (Choose 4 chapters to read and comment on)

**Send Second 12-15 pages of Chapter 2 for peer review
Due September 18, 2021 (optional)**

**Return Track changes to peers
Due September 20, 2021 (optional)**

**Submit Second 12-15 pages of Chapter 2 (one clean edited copy, in Word)
Due September 22, 2021**

**Post to discussion board
Due September 22, 2021
Post responses to discussion board**

Due September 23, 2021

**Group 5 Reference Guide Entries in Google Docs
Due September 22, 2021
Give Feedback and Comments to Google Docs Entries
Due September 23, 2021**

WEEK SIX: September 23 – September 29

**Post to discussion board
September 29, 2021
Post responses to discussion board
Due September 30, 2021**

Work in Final Copy of Chapter 2

**Groups 6 & 7 Reference Guides Entries in Google Docs
Due September 29, 2021
Give Feedback and Comments to Google Docs Entries
Due September 30, 2021**

WEEK SEVEN: September 30 – October 6

**Submit Final Revised Edited Copy of Chapter 2, in Word
Due October 6, 2021**