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Course Description:

This is a study of curriculum and curriculum development at the secondary school level. It deals with the principles, purposes, issues and characteristics of the secondary school curriculum including the middle school with emphasis on major processes of curriculum and instructional changes for the secondary schools. Various definitions of curriculum will be explored and examined. There are a series of questions to be considered. What are schools for? What are the sources of the curriculum? How is secondary school organized and how are the parts related? Who influences the curriculum and how is it influenced? What are the critical issues in the field and how have they changed or influenced the changes? What curriculum reforms have been implemented and evaluated? The course is intended for graduate students at the masters and doctoral levels who have had little formal course work in curriculum.

Course Objectives:

At the end of the course the students will be able to:

*Consider various definitions of curriculum

*Consider from different perspectives:

-Aims, purposes, organization, content, scope and sequence of the secondary school curriculum as it developed over a period of time.

*Relate curriculum issues and trends to their socio-economic and political contexts.

*Consider basic factors influencing the curriculum and its implementation

*Describe the historical development and organization of the secondary school curriculum.

*Analyze approaches to curriculum implementation

*Develop and apply criteria for evaluating materials associated with secondary school program.

*Evaluate current recommendations and prescriptions for secondary curriculum eg. Various national standards and the Virginia Standards of Learning.

Required Textbook(s):

Posner, George, J. (1995). Analyzing the Curriculum, second edition, Chicago: McGraw Hill Publishers

Hollins, Etta R. (1996) Transforming Curriculum for a Culturally Diverse Society.

Mahwah, NJ: Lawrence Erlbaum Associates Publishers

Recommended:

*Adler, Mortimer (1982). The Paedia Proposal. New York: Macmillan

*US Dept. of Education (1983). A Nation at Risk: Washington D.C.

Glatthorn, A.A. (1995). Content of the Curriculum, 2nd ed. (ASCD) Yearbook) Alexandria, VA Association for Supervision and Curriculum Development

Ornstein, A.C., & Hunkins, F.P. (1998). Curriculum Foundations, Principles and Issues, 3rd edition Boston: Allyn Bacon

Pinar, W.F. (ed.) Curriculum: Toward New Identities. Hamden, CT.: Garland Publishers.

Sarason, S. (1996). Revisiting the Culture of the School and the Problem of Change. New York: Teachers College Press.

*Sizer, T.R. (1992, 1985, 1984). Horace's Promise: The Dilemma of the American High School. Boston: Hought Mifflin Co.

Goodlad, John. (1984) A Place called School. New York: McGraw-Hill

Slattery, P. (1995). Curriculum Development in the Postmodern Era. New York: Garland Publishing Co.

Syllabus

Time allocated to each Topic

A.	Definition of curriculum, its goals and objectives	10%
	(c) Curriculum issues and trends and how they relate to socio-economic and political contexts	10%
	(d) Basic factors influencing curriculum and its implementation	10%

(e) Historical development and organization of the secondary School curriculum.	10%
(f) Process of selecting and analyzing appropriate secondary Curriculum programs:	10%
F. The secondary school curriculum and its characteristics:	30%
English curriculum	
Math	
Social Studies	
Science	
Vocational Education	
P.E.	
Arts	
Foreign Languages	
Computer Literacy/technology education	
G. Need for multicultural programs in secondary schools	10%
H. Evaluation of secondary education programs.	10%

Among the requirements for working in the school system and in curriculum development are:

- *Understanding the meaning and purposes of schools
- *Understanding the historical development of curriculum
- *Understanding the process of and procedure of curriculum
- *Design, and identifying major influences of the development and design of the curriculum

These understandings can only be concretized by constant study of the curriculum, its reform and its historical context. In the light of the statements above, the requirements for this course will include some of the following activities.

- a. We will read three books and critique them in three to four type-written pages. After reading the books you are to summarize them and then critique them. The summary should be about 1 1/2 pages and the critique about 2 1/2 pages.
Books are:
- c. Mortimer Adler: The Paideia Proposal. (The critique is due on September 15, 1999).

- d. US Dept. of Education (1983) A Nation at Risk: Washington D.C.(Critique is due on October 6, 1999)
- e. Sizer, T.R. (1992, 1985, 1984) Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin Co.(The critique is due on November 10,1999).

A prepared curriculum project: subject area study and presentation. This will be done in pairs, and will provide an opportunity to:

- Examine in-depth a program area in the secondary school curriculum
- Review research related to issues specific to that curriculum area
- Learn through collaboration, deliberation and participation with peers.

In your groups study one of the following program areas in the middle or high school curriculum:

- Language arts/English
- Mathematics
- Social Studies
- Health and Physical Education
- Science
- Fine Arts
- Vocational Education-Foreign Languages
- Other areas:
 - Environmental Education
 - Special Education
 - Technology Education

Participants will be required to make oral presentations on issues in the textbooks or any required readings or assignments pertaining to the school curriculum. There will be one project paper required in lieu of final examination. This paper will be due on December 8, 1999.

Evaluation for the Course

- a. The three critiques will constitute 40% of the grade
- b. The project paper will constitute 40% of the grade
- c. The remaining 20% will be oral presentations and participation in class.