

**CAL STATE SAN MARCOS  
COLLEGE OF EDUCATION  
EDUC 620: Curricular Innovations and Applications**

Location: Westview High, Poway, California

Date and Time: Monday: 4:00- 7:50 p.m.

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Office Hours: Monday and Wednesday 3:00-4:00 p.m. and by appointment

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

In 1992 the College voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to this syllabus and are embedded throughout the course.

**Course description:**

This course involves critical examination of curriculum and how curriculum theory impacts day-to-day teaching and learning. We will explore curriculum practices, curriculum theory, and the ideologies of curriculum development. Furthermore we will explore the notion of the *teacher as artist* through the consideration of the development of curriculum and the role imagination plays in developing curriculum and in our teaching practice.

**Course objective:**

This course is specifically designed to inspire thoughtful reflection on theories of curriculum innovation and application of that theory to one's teaching practice. Progress will be documented in several ways. We will create a portfolio of several documents and artifacts to chronicle our learning. Standards will be central to our work in this class, including:

- National technology standards for students and teachers,
- National, state and local content standards,
- California Standards for the Teaching Profession, and
- National Board for Professional Teaching Standards.

**Required text:**

Eisner, Elliot W. (2002) *The educational imagination: On the design and evaluation of school programs* Upper Saddle River, New Jersey: Merrill Prentice Hall.

**Other readings:**

Valadez, Gilbert (2001) "The gardeners' story: Cross-cultural communication and teaching" in *The Kappa*, Bloomington, Indiana.

**Assignments:**

All written work in this class will be compiled into a portfolio. Each component of the portfolio is given a point value that will be tabulated to determine a final grade. The elements of the portfolio and their corresponding point values are as follows:

Portfolio entry: Chapter one and two concepts and definitions	5 pts.
Ideologies report: Chapter three	10 pts.
Three witches reflection	5 pts.
Lesson reflection- Chapter five	5 pts.
Art of teaching reflections- Chapter seven and Valadez article	10 pts.
Group presentations outline	5 pts.
Personal curriculum paper	<u>30 pts.</u>
Total	70 pts.

In addition to the points earned in completing the portfolio your grade will be determined by your group presentation and by your class participation. The break down of these points is as follows:

Group presentation	10 pts.
Participation	<u>20 pts.</u>
Total	30 pts.

Course Total 100 pts.

**Note:** Be aware that your portfolio is a creative document. You are invited to include any kind of artifact to express your views. Photos, drawings, and the like can be well incorporated in your reflections and comments.

**Class norms:**

All work in the portfolio is to be typed, double space in Times Font number twelve. (This syllabus is typed in this font and size) Your colleagues contribute some of the entries in your portfolio. It is critical, therefore, that you complete your work in a timely fashion so as not to inhibit the process for others in the class. Class participation is a vital aspect of this class. It is an expectation that discussion will be conducted in a respectful, professional manner.

## **Tentative class schedule, readings, and assignments:**

### **Session one: Introduction and *Synerctics* process.**

Date: January 23, 2006

Questions for consideration: What is educational imagination? How can creativity be expanded in the teaching and learning process?

Group process: *Synerctics* process in class.

### **Session two: Concepts and Definitions surrounding schooling.**

Date: January 30, 2006

Reading: Chapters one and two of Eisner text.

Questions for consideration and discussion: What is your personal understanding of the nature of schooling? What is curriculum theory and how should it be implemented in our classrooms?

Group process: Whole class discussion

Portfolio assignment: Write out your personal definition of Eisner's key concepts after our class discussion. The following are the terms you will define- normative theory, descriptive theory, and curriculum diffusion. Also, write a brief reflection as to how you see curriculum diffusion in your daily practice. There is a two-page minimum for this portfolio entry.

Preparation for next session: Jigsaw reading and report. You will be part of a group that will be given one of six educational ideologies from chapter three to report on for the next class session. The members of the group are to read chapter but will report on an assigned curricular ideology described in the text. As a group decide what key points you wish to present to your colleague in a twenty minute report at the next class session. The report is to be typed. Make sure to make a copy of the report for all class members since the report will be added to everyone's personal portfolio. You will conduct discussion using your typed report as the basis for conversation. You need not create a PowerPoint presentation for this presentation. Simplicity is a virtue in this instance.

### **Session three: Curriculum ideologies**

Date: February 6, 2006

Reading: Chapter three of Eisner text

Questions for consideration: How does ideology shape the development and implementation of curriculum? What are our ideological assumptions and beliefs about curriculum?

Group process: Discussion and group presentations

Portfolio assignment: Compile the ideology reports from your colleagues and include them in your portfolio with your own group report. Please make sure to put your group report first.

#### **Session four: The three curricula-Witches round the brew**

Date: February 13, 2006

Reading: Chapter 4 of Eisner text

Questions for consideration: What are the three curricula? How do the three witches reveal themselves in my daily work?

Group process: Break out discussion. In small groups discuss the notion of the three curricula. Come up with three examples of each of the curricula from your school. You will create a poster to present your examples to the class.

Portfolio assignment: Write out a two-page reflection describing your feelings about the chapter content and the class discussion. Be sure to not examples of the three curricula in you reflection. Also, note how the information either changed or reinforced your ideas about your teaching practice.

#### **Session five: Educational aims and outcomes**

Date: February 20, 2006

Reading: Chapter five of Eisner text

Questions for consideration: How can we best articulate outcomes to encompass both student learning and teacher behavior? How do we use objectives and do we also meet the goals we create in the ways we believe we do?

Group process: Whole class discussion- what are behavioral objectives, problem-solving objectives, and expressive outcomes?

Portfolio assignment: You will need to find two lesson plans you currently use in your classroom. Analyze the outcomes and determine what type of outcomes you employ using Eisner's distinctions as a basis of defining your outcomes. In other words, do you tend to use behavioral objectives, problem-solving objectives, or expressive outcomes in your own planning? In your commentary discuss how the information from the reading has changed your view of how one uses objectives and outcomes. Include copies of your lessons in your portfolio. The reflection here should be at least two pages long.

**Due:** Chapter one and two reflection and the *three witches* reflection.

### **Session six: Curriculum planning, context, and who plans what, where, and when**

Date: February 27, 2006

Reading: Chapter six of Eisner text

Questions for consideration: What is the role of context of curriculum planning? How can be best be “intelligent” about curriculum planning and implementation?

Group process: Whole class discussion

### **Session Seven: The art of teaching**

Date: March 6, 2006

Reading: Chapter seven of Eisner text and the article by Valadez

Questions for consideration: What are the *four senses* in the art of teaching? Is teaching more of an art than a science?

Group process: In four groups the class will highlight the Eisner’s four senses of the art of teaching. Each group will develop a skit to illustrate the sense they are highlighting. This will be a guessing game, the audience will have to watch the skit and then determine which of the senses is portrayed. After the skits there will be a class discussion about the art of teaching.

Portfolio assignment: This addition to your portfolio will take two weeks to complete. First, read the Valadez article. After you read the article write a reflection about the essay by answering the following questions: How does the author demonstrate *artistry* in teaching, if at all? Which, if any, of the artistic senses described by Eisner does the author enact in his teaching practice? What do you think the author is describing when he advocates the ability of “doing and not doing” in teaching?

Second, write a two-page reflection detailing a time when you were an artist in your teaching. Be specific in your accounting of the instance and be sure to incorporate Eisner’s terms in your discussion. You are encouraged to be creative.

### **Session eight: Assessment**

Date: March 13, 2006

Reading: Chapters eight and nine of Eisner text

Questions for consideration: What role does assessment have in teaching? How can we help to reform assessment to be more in line with artistic teaching?

Group process: Lecture and whole class discussion

### **Sessions nine and ten : Connoisseurship and educational criticism**

Date: March 20, 2006 and April 3, 2006

Reading: Chapter ten of Eisner text

Questions for consideration: What are the elements of educational connoisseurship? What significance can be ascribed to educational criticism? How can one become a more effective critic of education practices and curriculum development?

Group process: Lecture and group discussion. We will develop our understanding at length in preparation for upcoming group presentations.

Preparation for following session: On March 20<sup>th</sup> we will assign presentation topics for the next three sessions. Each session will highlight articles from chapters ten through twelve of the Eisner text. These presentations are to last an hour maximum. The presentation should include time for in class discussion and debriefing. Please create an outline detailing the presentation. Include this outline in your portfolio.

### **Session eleven: Group presentations**

Date: April 10, 2006

Reading: Chapters eleven and twelve of Eisner text

Group presentation articles from chapter eleven: "Playing the school system: The low-achiever's game and "Things of use and things of beauty: The story of the Swain County high school arts program.

### **Session twelve: Personal curriculum statement**

Date: April 17, 2006

Group process: This session is an independent time in which you can work on your personal curriculum statement. The project requires you write a 5-10 page paper about curriculum that is informed by the information covered in class and by research you have conducted on the subject. You have a great deal of independence in the way you develop this paper. You may wish to write a formal research paper, write a critique of current curriculum practices in your school or district, or develop a new curriculum for your own use. The only requirement for this paper is that you have at least four references. You may not use the Eisner text, but you can use other works by the author.

Since this course focuses upon educational imagination, you might wish to develop a creative document. Examples of a creative document might include transcripts of taped interviews, reviews of workshop videos, a play or collection of poems. You may wish to use photography or artwork to illustrate your work, etc. Should you decide to work on a creative statement, please contact the instructor to discuss your ideas.

### **Session thirteen and fourteen: Group presentations**

Dates: April 24, 2006 and May 1, 2006

Readings: Chapters eleven and twelve of Eisner text

Group presentations from article of chapter twelve of Eisner text: “The natural laws of teaching: A study of one classroom”, “Portrait of a ceramics class: Control and freedom in a delicate balance”, “An educational psychologist goes to medical school” and “A criticism of educational criticism”

### **Session fifteen: Some final points and closure**

Date: May 8, 2006

Reading: Chapter thirteen of Eisner text

Questions for considerations: Where have we gone? How can we best use the information learning in this course?

Group process: Lecture and discussion

**Due: Final portfolio**