

**-Attention Education Majors-
Summer 2003**

The University of Maryland College Park
Department of Education Policy and Leadership
Announces

An Experimental Section of EDPL 634, The School Curriculum: SIBL and Great Books

*Develop Curriculum Materials for a National Program for Adult Literacy, Contribute to an Online
Literacy Data-Base, Read Great Books*

Course: EDPL 634, An Experimental Section of The School Curriculum: Great Books
from "Songs Inspired By Literature" www.SIBLproject.org
Times/Dates: Tuesdays/Thursdays, 3:40-7:00/June 3-July 10, 2003
Room: 3233 Benjamin
Instructor: Dr. Steven Selden
email: ss22@umail.umd.edu

I.

COURSE DESCRIPTION

A Curricular Foundations course offering critical curriculum policy analyses from a variety of disciplinary perspectives. Includes a review of historical developments, an analysis of pressures affecting curriculum change and stasis, an examination of curriculum-making issues, and a consideration of current trends in curriculum design and practice.

II.

INSTRUCTOR'S NOTE

This summer, EDPL 634 will be experimental in focus drawing upon the national program for adult literacy, Artists for Literacy www.SIBLproject.org. In collaboration with KQED, the Library of Congress, and the California Council for the Humanities, this project has developed a program for increasing adult literacy using their CDs, *Songs Inspired by Literature (Chapters One and Two)*. They are selling the CD to promote and support their endeavor. The CDs includes music donated by Grace Slick, Suzanne Vega, Jill Tracy, and Bruce Springsteen, Deborah Pades, Steve Earle and Tom Watts, among others.

This summer's experimental session of EDPL 634 will use the CDs' literary selections as the course focus. Through the application of the traditional categories of voice, author, tone, and context, the class will critically analyze the selected readings with a focus on the nature of the curriculum. On the audience, it is meant to serve. On its messages, themes, and cultural import. On who is present in the readings. And who is absent. Lastly, the class will consider whether readings such as these represent a worthwhile instructional program.

A carefully focused practical component has also been added to these academic issues. Serving as unpaid consultants the SIBL Project, students in EDPL 634 will have the opportunity to develop four (4) well-designed and academically appropriate lesson plans based on one of each of four (4) of this semester's readings (please see Artists for Literacy attachment at end of syllabus). The lesson plans will be designed to serve the needs of selected literacy-challenged 14-20 year-olds. The volumes will be identified during the second class meeting.

EDPL 634 offers students the opportunity to spend this summer seriously reading great books, broadening our perspectives, and making rigorous curricular connections to a national project directed at reducing illiteracy in the US.

III. COURSE REQUIREMENTS

Attendance and Assignments

Students are expected to attend all classes and to read all assigned materials and class participation is strongly encouraged. Students are also asked to read the *New York Times*, *The Chronicle of Higher Education*, or *Education Week* during the summer, paying particular attention to articles focusing upon curriculum issues.

Students who are unable to attend class should contact the instructor prior to the next scheduled meeting to determine assignments and to obtain copies of any distributed materials. Professional student-faculty appointments are encouraged. Please call for mutually convenient times.

Accommodations for Students with Documented Disabilities

Students enrolled in EDPL 634 who have documented disabilities and who wish to discuss academic accommodations should contact the course instructor during the first week of classes. Students requesting an accommodation should also contact the acting EDPL Chair, Dr. Thomas Weible (301 405 3589), and the Office of Disability Support Services, (301-314-7682). That office will assist in determination and implementation of appropriate academic accommodations.

Academic Integrity

Academic integrity is the foundation of learning. The university has approved a Code of Academic Integrity available on the web <http://www.inform.umd.edu/jpo/>. The code prohibits students from cheating on the exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting

fraudulent documents, and forging signatures.

Religious Observances

The University System of Maryland provides that students should not be penalized because of the observance of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to individual participation in religious observances.

NCATE Principal Certification Course Assignment

Consistent with NCATE guideline 3.5, students enrolled in EDPL 634 who are planning to apply for principal certification are required to develop a curriculum unit that reflects their county's curriculum alignment with the state framework as a required assignment for their portfolio. Attention must be paid to demonstrating an understanding of, and their capability to, align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc. For further information on this requirement, please contact OLPS Program Coordinator, Dr. Hanne Mawhinney hmawhinn@wam.umd.edu.

IV. STUDENT EVALUATION

Student grades for EDPL 634 will be determined by totaling the following items:

1. 25% of the final grade will be based on class participation (each class).
2. 25% of the final grade will be based on the creation of four (4) lesson plans based on one of each of four (4) of this semester's readings. The lesson plans are to be designed to serve the needs of selected literacy-challenged 14-20 year-olds (due July 11, 2003).
3. 25% of the final grade will be based on completed reading guides (due July 10, 2003).
4. 25% of the final grade will be based on an in-class final examination (due July 8, 2003).
- 5.

<i>C. Assignment/Schedule/Grade Record Keeper</i>			
<i>Due Date</i>	<i>Assignment</i>	<i>Length</i>	<i>Grade Weight</i>
1. Every Class	Participation	As Appropriate	25% _____
2. July 8, 2003	Final Examination	Blue Book	25% _____
3. July 10, 2003	Lesson Plans Due	Blue Book	25% _____
4. July 10, 2003	Reading Guides	one page/reading	25% _____
Grade Total			100% _____

Examinations and class presentations will be evaluated on clarity of thought, appropriateness of content, analytic and synthetic strength, and creativity. Written responses are expected to follow an accepted writing style (e.g., APA, MLA, etc.). The reading guide format will be discussed during the first class meeting. The form of the lesson plans and their evaluation standards will be determined through class discussion and consultation with our SIBL colleagues.

V.
COURSE/INSTRUCTOR EVALUATION

In keeping with College of Education requirements, students will evaluate EDPL 634 using a nationally-normed course evaluation.. Copies of the evaluation summary will be mailed to all class participants during the fall 2003 semester.

VI.
CLASS SCHEDULE AND ASSIGNMENTS

Date *Concept and Assignment*

June 3, 2003 **Course Overview/The Contested Terrain of the Curriculum**

<i>The Contested Terrain of the Curriculum</i>			
<p>Understanding this chart: The intellectual task is to unpack the links between the structural inequalities of the political economy, the culture, and the curriculum. These relationships should not be seen as unidirectional, they should be seen as interactive. Note also that each of the three conceptual levels, political economy, culture, and the contested terrain itself, create contradictions. Our readings this summer should allow us to examine the issue of contradiction (Dominant Narratives/Texts v. Transformative Narratives/Texts) at this third level.</p>			
A. Conceptual Level	B. Data Level	C. Contradictions	
		<u>Thesis</u>	<u>Antithesis</u>
1. Political Economy	Median Wealth by Race	Increasing Inequality	Decreasing Inequality
2. Culture	Material Goods	Acquisition	Distribution
	UMCP Comcast Sports Center	Commercialization	“Public” School/Space
	Exclusive UMCP Contract with Pepsi Cola	Commercialization	“Public” School/Space
3. Contested Terrain of the Curriculum	Commodified Curriculum	Dominant Narratives/Texts	Transformative Narratives/Texts

1. Introduction and Overview of goals and readings.
2. Preview course readings.
3. Preview “Songs Inspired by Literature” website www.SIBLproject.org using laptop computers.
4. Overview four Interest Groups who Compose of the “Conservative Restoration:”
 - Neo-Liberals: valorize markets, and see freedom as equal to individual choice
 - Neo-Conservatives: wish for a return to discipline and traditional knowledge
 - Authoritarian Populists: fundamentalists who want theocratic schools
 - New Middle Class: professional and managerial monitors of the above
5. Discuss curriculum policy and practice issues as they relate to:

- Selective traditions
- Reproduction/Resistance
- Race/Class/Gender
- Political Economy

June 5, 2003 (part one) **Suturing Together a Conservative Public Agenda: Markets, Religion, Standards, and Inequality**
 Apple, Michael W., (2001). "Strange allies: Multicultural conservatism in America," (copy to be distributed in class).

Optional Text: Apple, M. W. (2001). *Educating the "right" way: Markets, standards, god, and inequality*. New York: Routledge/Falmer. Introduction - Chapter Four.

June 5, 2003 (part two) **The Search for Meaning: Vladimir and Estragon Wait for Godot - Person or a Thing? - Play**
 Beckett, S. (1954). *Waiting for Godot: A tragicomedy in two acts*. New York: Grove press.
 SIBL song: "He Can't Come Today," Ray Manzarek - SIBL Chapter One, track 12.

Class selects four readings for lesson plan development.

June 10, 2003 **Adults at the Mercy of Life - Children at the Mercy of Adults - Memoir**
 McCort, F. (1996). *Angela's ashes*. New York: Scribner.
 SIBL song: "7th Step," Deborah Pades - SIBL Chapter One, track 15.

June 12, 2003 **Life in a Post-Cataclysmic, Pre-Apocalyptic World - Poetry**
 Levine, M. (2000). *Enola Gay*. Berkeley: University of California Press.
 SIBL song: "Still Crying," Essence - SIBL Chapter One, track 8.

June 17, 2003 **Race, Identity, and A Mother's Love - Memoir**
 McBride, J., (1996). *The color of water: A black man's tribute to his white mother*. New York: Riverhead Books.
 SIBL song: "Don't Let me Fall," Vicki Randle - SIBL Chapter Two, track 10.

June 19, 2003 **Searching for Agency in Modern Life - Poem**
 Eliot, T.S., (1930/1991). "The love song of J. Alfred Prufrock" in Eliot T.S., *The Collected Poems of T. S. Eliot, 1909-1962*. New York: Harcourt Brace & Company, pp. 3-

7. (copy to be distributed in class)
SIBL song: "Hunger," Ana Porter - SIBL Chapter Two, track 15.

Searching for a Good Man in Modern Life - Short Story

O'Connor, F., (1954/1976). "A good man is hard to find" in O'Connor, F., *A good man is hard to find and other stories*. New York: Harcourt Brace & Company, pp. 1-22.
(copy to be distributed in class)

SIBL song: "A Good Man is Hard to Find," Tom Waits - SIBL Chapter Two, track 12.

June 24, 2003

Viewing the World Through an Orphan's "Tourettic Impulses:" Deconstructing and Reconstructing the Crime - Novel

Letham, J. (1999). *Motherless Brooklyn*. New York: Vintage Books.

SIBL song: "Tell Your Story Walking," Deb Talan - SIBL Chapter One, track 2.

June 26, 2003

Naming the Unnamable - Biographical Fiction

Wiesel, E., (1960/1982). *Night*. New York: Bantam Books.

SIBL song: "Peel This Away," Freddie Feldman - SIBL Chapter Two, track 16.

July 1, 2003

Mysteries of Life Made Clear: Surviving the Theft of Your Knees and Avoiding the Quick-Digesting Gink - Children's Poetry

Silverstein, S. (1981). *A Light in the attic*. New York: Harper Collins.

SIBL song: "Bucking Bronco," Scarth Locke - SIBL Chapter One, track 11.

July 3, 2003

(No Class - Reading Day)

July 8, 2003

Final Examination

July 10, 2003

Class Presentations: Selected Lesson Plans for SIBL Project

**VII.
COURSE BIBLIOGRAPHY
The School Curriculum EDPL 634
Summer I, 2003**

Required Texts

- Apple, M. W., (2001). "Strange allies: Multicultural conservatism in America," 25 pp., (copy to be distributed in class).
- Beckett, S., (1954). *Waiting for Godot: A tragicomedy in two acts*. New York: Grove press.
- Eliot, T.S., (1930/1991). "The love song of J. Alfred Prufrock" in Eliot T.S., *The Collected Poems of T. S. Eliot, 1909-1962*. New York: Harcourt Brace & Company, pp. 3-7, (copy to be distributed in class)
- Letham, J., (1999). *Motherless Brooklyn*. New York: Vintage Books.
- Levine, M. (2000). *Enola Gay*. Berkeley: University of California Press.
- McBride, J., (1996). *The color of water: A black man's tribute to his white mother*. New York: Riverhead Books.
- McCourt, F. (1996). *Angela's ashes*. New York: Scribner.
- O'Connor, F., (1954/1976). "A good man is hard to find" in O'Connor, F., *A good man is hard to find and other stories*. New York: Harcourt Brace & Company, pp. 1-22 (copy to be distributed in class).
- Silverstein, S., (1981). *A Light in the Attic*. New York: Harper Collins.
- Wiesel, E., (1960/1982). *Night*. New York: Bantam Books.

Optional texts

- Apple, M. W., (2001). *Educating the "right" way: Markets, standards, god, and inequality*. New York: Routledge/Falmer.

Non-Print Resources

- Padres, D. (2003). *Songs inspired by literature CD: Chapter Two*. San Francisco: SIBL Project www.SIBLproject.org (to be purchased during first class meeting).
- Padres, D. (2002). *Songs inspired by literature CD: Chapter One*. San Francisco: SIBL Project www.SIBLproject.org (to be purchased during first class meeting).



SIBL Curriculum

Progress Report on curriculum packages to enable teachers and tutors to make the best use of Songs Inspired By Literature CDs as learning tools for adult literacy, English as a Second Language, literature, and composition.

SOURCES

We are working from a rich base of lesson plans, resource materials, and teaching suggestions, comprising spontaneous suggestions from the public, and the presentations and discussions from the Curriculum Summit held by Artists For Literacy in partnership with the California State Library's literacy office. Professor Steve Selden (University of Maryland, Department of Education Policy and Leadership) used Chapter One as the basis for a post-graduate curriculum design class in 2002, and provides ongoing consultancy to the SIBL curriculum project.

LEVELS

While most of the draft curriculum can be adapted for use at each level, our consultation and research indicate that over-stretched end-users prefer to have materials tailored to their particular situation. The current stage of our work is therefore to develop lesson plans and resources for specific levels, to be supplemented, distributed, tested, and published in the most appropriate ways.

Adult Literacy and ESL

Sample units will be posted online for testing. Workshop-generated curriculum will be further developed and supplemented in two ways: by specialists from among workshop participants, and by entries to an online contest for literacy and ESL practitioners. Once tested and revised, the Adult Learning Curriculum will be produced for sale to literacy programs in a package with the two CDs. AFL is investigating the most appropriate format and medium for distribution, including pre-punched binder packages.

College Composition Classes

This has been identified as a key target for SIBL distribution, requiring specialized adaptation and marketing. To supplement and tailor workshop-generated curriculum, AFL is designing an online contest, proposes working with a number of composition teachers, and will explore appropriate publication and marketing options, the most obvious being publication of a book-and-CD package.

Literature Classes

Songs inspired by literature have proved to be effective teaching tools for literary studies at school and college levels. In addition to an online contest for practitioners, specialists will support AFL in developing lesson plans for this particular readership, and publication options will be assessed.

CONTESTS

Each level of teacher/ tutor will be directed to:

- sample unit/s online
- a table of suggestions
- an easy-to-print lesson plan template, including a copyright agreement.

Winners will have part or all of their lesson plans reproduced in AFL/SIBL curriculum packages, with a by-line credit, and will receive a box of CDs.

OUTCOMES

All activities and materials within the AFL SIBL Curriculum Project will be monitored and evaluated in relation to specific objectives:

- Talented circles of practitioners will participate in the creation and fine-tuning of creative, innovative curriculum based on the SIBL CDs. Through this

participation, practitioners will feel ownership of the project and commitment to the literacy movement.

- Online lesson plans and curriculum contests will provide a dynamic springboard to announce the release of Chapter Two to the literacy community, and will stimulate significant sales.
- Level-specific curriculum will be piloted and tested in the field, and refined, edited, and reworked as a result.
- AFL will reach literacy tutors and teachers with appropriate adult-level materials for literacy and ESL work, presented and distributed in the most appropriate and cost-effective format.
- AFL will reach college-level composition teachers with innovative curriculum that addresses their key pedagogical challenges and skill-building needs in compelling, student-centered ways.
- AFL will make teaching suggestions, links, resources, and plans available to literature professors and teachers for whom songs inspired by literature provide an innovative means to introduce and explore literary works, language issues, creative writing, and counseling and life skills
- The AFL web site will provide practitioners with an accessible, lively zone for ongoing curriculum ideas and exchange, and for curriculum-related resources and links, as well as a site for piloting and testing new AFL materials.
- Literacy advocates, established and newly inspired, will make use of the SIBL CDs and the curriculum to raise awareness, and recruit new learners, tutors and donors to the cause of adult literacy.

TIMELINE

April 4: Literacy and ESL sample units online

April 11: Literacy and ESL contest launched

April 25: Composition sample unit/s online

May 2: Composition contest launched

May 9: Literature sample unit/s online

May 16: Literature contest launched

End of summer: Publication of Literacy and ESL curriculum packages