Instructor: Lisa R. Lattuca
Professor

Office: Center for the Study of Higher and Postsecondary Education (CSHPE)
University of Michigan
SEB Room 2117
Ann Arbor, MI 48109

Office Phone: (734) 647-1979
Email: llatt@umich.edu
Office Hours: By appointment

Overview of the Course:

The course is designed for individuals who (will) plan, design, evaluate, and/or study learning experiences (inside and outside the classroom) in higher education. To enhance your work as a faculty member, instructor, or administrator in academic or student affairs, we will explore practices, theory, and research related to course and program planning, development, and implementation; teaching; student learning; assessment and quality assurance; faculty and administrators’ roles and responsibilities related to curricula; curricular innovation; and curricular change.

During the term we will consider key questions facing higher education institutions and educators in the United States, focusing primarily, but not exclusively, on undergraduate curricula in two- and four-year colleges. Our discussions of curricula will be multidimensional, following the definition of curriculum as an academic plan that requires deliberate decisions about educational goals, content, instructional materials and methods, and assessment. Accordingly, we will examine various ideas about the purpose of higher education and the implications of those beliefs for curricular content, teaching, and student outcomes. We’ll also read and discuss theories about how people learn and think about how these theories shape (or do not shape) curricula and curricular decision on the courses and programs they design. Throughout the term, we will reflect on social, political making. We’ll also analyze the process of curricular planning and change, considering the influences of institutional missions, faculty beliefs, academic fields, and diverse learners on faculty and, and economic forces that affect higher education curricula in the U.S.

Course Objectives:
The primary goal of this course is to enhance your understanding of effective curricular decision making. This course will also help you
• identify and evaluate the varied assumptions that have shaped American postsecondary curricula in the past and present;
• recognize and understand the philosophical and epistemological underpinnings of various perspectives on curricula;
• critically review historical and contemporary commentary on the curriculum;
• understand curricular components such as general education and the major and their historical evolution;
• understand the roles of faculty and administrators in developing curricula and how these vary by type of position (e.g., lecturer, associate professor, chairperson) and in different types of institutions;
• understand disciplinary influences on curricular planning and instruction;
• develop basic understanding of key theories of learning and their main assumptions;
• understand the potential impacts of instruction and instructional environments on students and their learning;
• examine assumptions, processes, and implications of various kinds of assessment and evaluation processes at the course, program, and institutional level;
• understand the scope, processes, and complexity of decision-making about postsecondary curricula; and
• analyze and evaluate curricula at the course, program, and college level.

TEXTS AND REQUIRED READINGS:

Texts:

Additional Readings:
• CTools course site and Internet websites

EXPECTATIONS AND REQUIREMENTS:

Class Participation: This is a discussion-based course. Our class discussions are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, consider how ideas can be translated into practice in different higher education settings, and learn about others’ perspectives. Effective class discussions require that we listen attentively to one another and respond to the ideas that are circulating among us. Your comments, whether fully developed or still under construction, are welcome as we work together to understand the strengths and limitations of specific ideas and their utility for guiding higher education practice. To participate effectively, you will need to read and to critically assess the arguments, practices, or ideas in the assigned texts. Noting key points, posing questions, and connecting ideas and concepts as you read will help you prepare to actively participate in class.
Everyone is expected to complete all assigned readings and participate in class. Please review
the schedule of readings in advance so that you will have time to fully prepare for each class
meeting. The quality of our discussions relies on your ability to talk and think about the ideas
we encounter. **Class participation will contribute 20 percent of your final grade. A rubric that
explains the grading criteria is posted on CTools (Rubric Folder: Class Participation Rubric).**

**Written Assignments:** Three written assignments and a final take-home examination are
required for this course. Each is described below. Please note that all written assignments
should conform to – and include – APA (American Psychological Association) style for citations
and references. **Please submit all assignments in paper form AND upload a copy of your paper
using the ASSIGNMENTS tool on CTools.**

**Assignment 1: Response Paper – Purposes of Higher Education**
The readings and discussions in the first few weeks of this course introduce and critique
different perspectives regarding the purposes of higher education, the assumptions that
underlie various purposes, and the content and pedagogy viewed as suitable for achieving
those purposes. **Your first assignment is to write a response to a reading that I select. This is
an opportunity to clarify your own thinking by reacting to another author’s ideas.** How do
these ideas reflect, challenge, or extend the ideas about the purposes of higher education we
have read to date? How do they reflect, challenge or extend your ideas about the purposes of
higher education and how they should be achieved?

For the paper, you will need to compare and/or contrast your thoughts with those of the
author, as well as with those of other authors we have read, placing these ideas in a larger
historical and/or social context. I will be looking for 1) a clear statement of what you believe, 2)
how your beliefs compare/contrast to those of the author, 3) an assessment of the strengths
and weaknesses of the author’s argument, and 4) an argument supporting your views (using
the sources we have read as well as others you wish to use). Your paper should reflect your
understandings of the course readings assigned up to and including the readings assigned for
February 6. **This short paper (approximately 8 pages) is due on Friday, February 10 and
contributes 20% to your grade. Consult the Assessment Rubric on CTools before you write to
understand the evaluation criteria I will use in grading.**

**Assignment 2: Analysis Paper – College-Level Learning and Instruction**
For this assignment, you are asked to both reflect on the readings on learning, instruction, and
assessment that we read and discuss between March 5 and March 26 and apply your
understanding of key concepts in an analysis of an article or chapter. I will select two or three
readings from which you may choose. **In your paper, you will examine the author’s (or
authors’) ideas about learning/instruction/assessment, discussing how these ideas are
supported or challenged by authors we have read in class.** This assignment will 1) challenge
you to articulate the author’s/authors’ key ideas in your own words and discuss how and why
they align with other views of learning and/or instruction and assessment; and 2) consider the
implications of your analysis for teaching and learning in higher education.
In your paper, make good use of the texts in making your points and offer a balanced discussion of the strengths and weaknesses of all ideas. This paper (10-12 pages) is due on Friday, March 30 and will constitute 30% of your final grade. Consult the Assessment Rubric for the assignment before you write.

Take Home Exam
Your final assignment is a take-home exam that will be distributed on Monday, April 16 and due on Wednesday, April 25 at 5 pm. The exam will require you to analyze a case or policy document concerning higher education curricula. Your exam response must demonstrate your knowledge and understanding of the ideas, theories, concepts, and research literature we have read, discussed, and analyzed throughout the course. It must be double-spaced, 12-point Times Roman, with one-inch margins. It may be no longer than 12 pages in length, excluding the title page, references, and any figures or appendices. The final exam will contribute 30% of your final grade. Consult the Assessment Rubric for the assignment before you write.

**Due Dates:**
All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment, you must negotiate an alternative date with me in advance of the due date. Deferred grades for the course (incompletes) will be awarded under extraordinary circumstances; you must discuss the need for a deferred grade with me in advance. Due dates for deferred projects will be determined through discussion.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Due Dates</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1: Response Paper – Purposes</td>
<td>2/10 (Fri., 5 pm)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Analysis Paper – Learning/Instruction</td>
<td>3/30 (Fri., 5 pm)</td>
<td>30%</td>
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<tr>
<td>Take-Home Exam – Curriculum Analysis</td>
<td>4/25 (Wed., 5 pm)</td>
<td>30%</td>
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**Evaluation Criteria:**
In general, written assignments will be evaluated using the following criteria:

- demonstration of complex understanding of subject, indicated by quality of research, analysis, argumentation, and elaboration of important ideas;
- knowledgeable and effective use of relevant literature to support claims;
- organization (logical progression of ideas and arguments);
- clear and engaging writing;
- balanced and critical discussion of ideas or arguments; and
- Compelling conclusions supported by strong rationales.

An assessment rubric that specifies additional evaluation criteria will be posted on the CTools course website for each course assignment in advance of the due date.

**Rewrite Policy:** Students who receive grades of B or less on the first assignment have the option to rewrite this paper. (Credit lost due to lateness cannot be regained through rewriting.) There is no grade limit for a voluntary rewrite. A rewrite does not guarantee an increase in your
grade. To improve your grade, you must demonstrate significant improvement by addressing my comments. Rewriting typically requires attention to the conceptualization, content, and organization of a paper. It may also require attention to synthesis, evaluation, and/or analysis of information.

Please submit your original paper (with my comments) with a paper copy of your rewrite. **Rewrites will be accepted until Friday, March 30. Please inform me if plan to do a rewrite and when you will hand it in.** It may be useful to set up a time to discuss my comments before begin your rewrite.

**Grading Scale:** The scale used for determining final course grades will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>3.6 - 4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.3 - 3.59</td>
</tr>
<tr>
<td>B+</td>
<td>2.9 - 3.29</td>
</tr>
<tr>
<td>B</td>
<td>2.5 - 2.89</td>
</tr>
<tr>
<td>C</td>
<td>2.0 - 2.49</td>
</tr>
<tr>
<td>D</td>
<td>1.1 - 1.99</td>
</tr>
<tr>
<td>F</td>
<td>0 - 1.0</td>
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**Academic Integrity:**
All students are expected to comply with the Rackham Graduate School Policy on Academic Integrity ([http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/](http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/)). Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please talk with me!

**Special Accommodations:**
Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with me as soon as possible so that appropriate arrangements can be made.

If, during the course of the term, circumstances interfere with your ability to fully participate in the class, please see me so that we can determine how best to help you.
# Topics and Reading Assignments by Class Session

<table>
<thead>
<tr>
<th>Class 1</th>
<th>January 9</th>
<th>Introduction to Curricula in Higher Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Text:</strong></td>
<td></td>
<td>Lattuca &amp; Stark: Chapter 1, Defining Curriculum: An Academic Plan</td>
</tr>
<tr>
<td><strong>No Class</strong></td>
<td>January 16</td>
<td>Martin Luther King Day</td>
</tr>
</tbody>
</table>

*PLEASE WORK ON READINGS FOR JANUARY 26 CLASS SESSION. They will require some time and thought.*

<table>
<thead>
<tr>
<th>Class 2</th>
<th>January 23</th>
<th>Sociocultural Influences: Changing Views of Knowledge</th>
</tr>
</thead>
</table>
CLASS 3  January 30  Curricular Purposes and Content: Diversification, Part I

Text:
Lattuca & Stark:  Chapter 2, External Influences: Sociocultural Context

CTools:
http://www.ditext.com/dewey/dewey1.html


CLASS 4  February 6  Curricular Purposes and Content: Diversification, Part II

ASSIGNMENT 1 DUE on Friday, February 10: Purpose Paper

CTools:


Continued on next page


CLASS 5  February 13  Organizational Contexts

Text:
Lattuca & Stark:  Chapter 3, Internal Influences: College and University Contexts
Chapter 9, Administering Academic Plans

CTools:

Chronicle of Higher Education Special Report on For Profit Education (see multiple articles in single file)


CLASS 6  February 20  Creating Academic Plans: Disciplinary and Other Influences

Text:
Lattuca & Stark: Chapter 4, Internal Influences: Academic Fields
Chapter 5, Creating Academic Plans

CTools:


NO CLASS         February 27         Winter Break

CLASS 7  March 5  Learning, Part I: Learner as Individual

Course Texts:
Lattuca & Stark: Chapter 6, Learners


Continued on next page


**CLASS 8  March 12  Learning, Part II: The Learner in Context**

**Assignment 2: Reflection on Learning due Friday, March 16**

**Text:**

**CTools:**


**CLASS 9  March 19  Instructional Processes**

**Text:**
Lattuca & Stark: Chapter 7, Instructional Processes

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**CTools:**


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**CLASS 10  March 26  Assessing Student Learning**

**Assignment 3 due on Friday, March 30**

**CTools:**

Olin College of Engineering Case Study


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**CLASS 11  April 2  Institutional Assessment and Accreditation**

**Text:**

Lattuca & Stark: Chapter 8, Evaluating and Adjusting Academic Plans

*Continued on next page*
CTools:

Case Study: The Core Council at The Pennsylvania State University


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Class 12       April 9       Curricular Change

Text:
Lattuca & Stark: Chapter 10, Models and Strategies for Curricular Change

CTools:


Web site:
Take Home Exam Distributed; Due Wednesday, April 25

**CTools:**


