Department of Teacher Education and Administration  
College of Education  University of North Texas

EDCI 6360  Critical Issues in Curriculum Studies  
Digital Culture, Embodiment, and Mindfulness  
Spring 2016

Thursdays, 5:30-8:20pm  Matthews 114

Instructor: Dr. Mei Hoyt  
Email: mei.hoyt@unt.edu
Office: Matthews 218C  
Office Tel: 940-565-2986

Email Communication and Expected Response: The instructor will respond to student’s emails within 24 hours during the week and 48 hours during the weekend. Please put EDCI 6360 in your subject line. 

Students are required to monitor your UNT email daily.

Course website on Blackboard: http://learn.unt.edu
Online Classroom Support: Email: helpdesk@unt.edu  
Phone: (940) 565-2324

For computer system requirements, please check the information on Blackboard or talk to the Blackboard HELP desk.

Course Description:

Critical examination of current topics and issues in the field of curriculum studies. Students analyze trends in U.S. and international education in terms of social transformation and globalization.

Course Objectives:

Students will:

1. Examine human connections and identity in digital or virtual spaces
2. Critically analyze mind and body dualism
3. Explore conceptual frameworks of embodiment and mindfulness
4. Expand your knowledge of embodiment and human relationships from international perspectives
5. Explore embodied curriculum

Textbooks and readings:

No textbook is required. The readings are provided via UNT library and Blackboard.

Attendance and Assignments

Class Participation  15 points

You are expected to read all assignments before class meetings (both in class and/or online) and come prepared to participate in discussion and other activities. Your participation in class will be evaluated on a 3-point scale:
3 – Arrive on time, participate in and contribute to class discussions in a professional manner;
2 – Arrive late or leave early, participate in or contribute to class to a certain degree;
1 - Arrive late or leave early, participate in or contribute to class rarely;
0 – No presence.

You shall inform the instructor for excused absences (except emergencies) before the class day. At next class meeting, you may give a presentation on what you did to count as your attendance. Use of any type of technology is permitted only for purposes related to this class and must be used only as permitted.

Students who miss more than 40% of scheduled course meetings will earn no higher than a C in this course.

Assignments

1. Reading summaries and reflections (24 points) – Write 2-3 short paragraphs of your reflections of the readings and post it on Blackboard Discussions. You are expected to provide: 1) your personal reflection on the main ideas of the readings; and 2) a discussion question to elicit class discussion on the readings. 12 reflections total. Due every Wednesday midnight (Week 2-15, except week 9 & 12)

2. Short Response Paper (10 points)- You write a response paper to one of the reading topics. Your article response should connect your reading of the themes to your own lived experiences as an embodied being. You must explain why the discussions and writing are particularly thought provoking, challenging, interesting, or troubling and support your argument and analysis with specific references from within and external to the texts. A list of References (no less than 8 references) should be followed at the end of your paper. Due March 3.

3. Companionship Project (12 points) - This project is about forming a mindful relationship with a non-human being in nature or your environment. Please choose a plant, a tree, a rock, a river bank, a garden, a walking trail, or another thing you are interested in during the third week. In the following weeks, you will spend at least 20 minutes with your companion per week. At the end of each 20-minute session, write a journal describing what has happened between you and the mindful companion of your choice. By April 14, please submit a summary paper based upon your journal (not everything in it) to the instructor.

Journal Summery: It needs to be typed, 12 point type, with 1 inch margins, in Times Roman font, 3-4 pages (excluding reference page), double spaced, and follows APA style. Reference page is not required.

4. Conversation Group project (12 points) - In a group of 3, students work as a team to create a group project (such as paper, artwork, video, social action) centering on how to promote conversation and connectedness in most embodied and/or mindful ways in the digital age. As a group, you will write a proposal (2-3 pages) and explain your topic and how you plan to complete your project and how your work should be evaluated. Proposal due February 11.

5. Final Essay/Exam (Total 24 points, peer reviewed)

After examine conceptual frameworks of body, embodiment, and the role of body in knowing, you will explain which theories and practices have helped you think more critically and in depth about the role of embodiment, mindfulness, attention, presence, or awareness in digital age, human and computer interaction, and/or digital age education.
Your paper should be 15 pages or so, double-spaced, numbered, 12-point type, with a title and a cover page. This assignment includes three parts:

1) Draft paper peer review (6 points) - Email your draft paper to your peer (and instructor) by April 22 (late submission will not be accepted unless both the peer reviewer and course instructor grant extensions); Peer reviewer has 6 days to review the draft and then email it back to the student by April 28, cc to course instructor in the email. How to review? See guidelines on Blackboard (Response to others’ papers)

2) Oral report of your final paper (3 points)

3) Submit your revised final paper (15 points) to Blackboard Learn, due May 5.

The overall quality of your paper will be assessed according to the following criteria:

1) strong and clear focus and appropriate to course themes of embodiment, mindfulness, or human connectedness;
2) provides a clear and coherent body of research, reflection, and theory,
3) presents a clear, well-developed plan for response to disconnectedness or “the flight from conversation”
4) all references used clearly support the conventions presented in this paper; reflects a wide body of knowledge on the chosen topic,
5) shows a strong command of academic language, including, but not limited to spelling and grammar, and sentence clarity. The paper is uniformly well organized within the parameters set forth in the description of the assignment, as well as adhere to APA stylistic formatting.

6. Plagiarism Certificate (3 points) due 1/31. (see Blackboard)

Grading. A=90-100 points; B = 80-89 points; C = 70-79 points, D = 60-69 points; F = below 60 points

** All writings should follow APA 6th edition. All writing assignments in this course will be submitted through and reviewed by Turnitin.

Tentative Class Schedule

Please note that the weekly reflection on Mindomo is due every Tuesday midnight for 12 weeks.

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<thead>
<tr>
<th>Dates</th>
<th>Topics &amp; Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Course Introduction &amp; and Self-Introduction</strong> For Conversation</td>
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<td>Dates</td>
<td>Topics &amp; Readings</td>
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<td>Week 2</td>
<td><strong>Connected or Disconnected?</strong></td>
<td>Weekly reflections due Wednesday midnight.</td>
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<td>Jan 28</td>
<td>1. Ito et al. Connected learning (Browse)</td>
<td>Obtain Plagiarism Certificate 1/31</td>
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<td>3. Forster, The machine stops</td>
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<td>Week 3</td>
<td><strong>Presence and Attention</strong></td>
<td>Choose your mindfulness companion</td>
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<td>Feb 4</td>
<td>1. Bai &amp; Scott (2009), Contemplative Pedagogy and Teacher Education;</td>
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<td></td>
<td>2. Rheingold, H. (2012). Net Smart: How to thrive online</td>
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<td>Week 4</td>
<td><strong>Technocultures and their limits</strong></td>
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<td>3. McCullough (2004). Digital ground, Chapter 1, interactive futures (pp. 3-24).</td>
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<td><strong>Week 5</strong></td>
<td><strong>Deconstruct the mind and body dualism</strong></td>
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<td><strong>Week 6</strong></td>
<td><strong>Feminist perspectives on the body</strong></td>
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<td>Mar 3</td>
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<td>Mar 10</td>
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<td>Week 9</td>
<td>Spring Break - No Class</td>
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<td>Mar 17</td>
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<td>Week 10</td>
<td>Embodied Interaction and Design</td>
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<td>4. McCarthy &amp; Wright (2004). <em>Technology as experience</em>, Chapter 1, Living with technology. (pp.1-22)</td>
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<td>Week 11</td>
<td>Aesthetics and Embodiment</td>
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<td>Film <em>Advantageous</em> (2015)</td>
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<td>Week 12</td>
<td>AERA: No Face-to-Face Class</td>
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<td>Apr 7</td>
<td>Online Discussion on Video: Black Mirror Series: Season 1 Episode 2 “Fifteen Million Merits”</td>
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<td>Week 13</td>
<td>Embodiment and Mindfulness</td>
<td>Mindful Companion Paper due and Brief presentation in class</td>
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<td>Apr 14</td>
<td>1. Thich Nhat Hanh, Peace is every step.</td>
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<td>4. Nakagawa, Multidimensional eality and the way of awareness</td>
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<td>Week 14</td>
<td><strong>Embodied Curriculum</strong></td>
<td>Draft paper to reviewer 4/22</td>
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<td>Week 15</td>
<td><strong>Final Paper Report &amp; Presentations</strong></td>
<td>Review due 4/28</td>
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<td>Apr 28</td>
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<td>Week 16</td>
<td>All due</td>
<td>Final paper due 5/5 (Blackboard)</td>
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**Course Schedule Changes:**

1) The instructor reserves the right to modify the syllabus or course schedule as deemed necessary. If a change is made, an email will be sent to all participants and/or an announcement on Blackboard will be made.

2) Student is required to monitor your UNT Email on a regular basis.

**Possible Major Curriculum Studies and media Journals you might consult for further research:**

1. Journal of Curriculum Studies
2. Journal of Curriculum and Pedagogy
3. Journal of Curriculum Theorizing
4. Transnational Curriculum Inquiry
5. Journal of Curriculum and Teacher Dialogue
6. Journal of Curriculum Inquiry
7. Curriculum Theory Network
8. Language, Curriculum, and Culture
9. Journal of the American Association for the Advancement of Curriculum Studies
10. Journal of Canadian Association of Curriculum Studies
11. Digital Creativity
12. Technology, Pedagogy and Education
13. Learning, Media and Technology
15. Educational Philosophy and Theory
16. Philosophical Inquiry in Education (previously, Paideusis)

Other Policies

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged
learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.
**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products— including, but not limited to, papers, lesson plans, and emails— should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit [https://ltc.unt.edu/labs/unt-writing-lab-home](https://ltc.unt.edu/labs/unt-writing-lab-home).

**Teacher Education & Administration**

**Departmental Policy Statements**

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

**Attendance:** See the instructor’s attendance policy.

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.
Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

UNT POLICIES

Student Conduct and Discipline
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.
Academic Honesty Policy
Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at http://vpaa.unt.edu/academic-integrity.htm

ADA Policy
If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. Any necessary or appropriate accommodations will be made provided that timely notice is received, and that the arrangement is consistent with recommendations from Disability Services, when applicable. Students who require this type of assistance should contact the Office of Disability Accommodation (ODA) at (940) 565-4323 or at TTY (940) 369-8652 to make appropriate arrangements. Information on the services provided by the ODA as well as application procedures is available at http://www.unt.edu/oda/index.html. Information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Student Behavior in the Classroom
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination
or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F−1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.