



Course Syllabus		
<b>EDUC 5460 Section 01</b> <b>COURSE NUMBER AND SECTION</b>	<b>Shelley Paul Smith</b> <b>INSTRUCTOR</b>	<b>cct21@rockwood.k12.mo.us</b> <b>E-MAIL ADDRESS</b>
<b>Curriculum Design</b> <b>COURSE TITLE</b>	<b>Spring 2005</b> <b>TERM</b>	<b>3</b> <b>CREDIT HOURS</b>

**1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)**

This course is designed to help practicing teachers design, develop, and evaluate effective curriculum to improve the instructional process and learning experiences for students in the classroom. Each student will develop a curriculum unit that has direct application to his/her particular teaching situation.

**2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.**

Students will:

- a. analyze and implement curriculum, assessment, and instructional practices that maximize student understanding. (MoStep 1,2, 3, 4,)
- b. investigate and integrate best practices in curriculum design; including questioning, acceleration, differentiation, real-world connections, problem-based learning, and the use of technology and assessment strategies. (MoStep 1,3,4,5,8)
- c. develop and evaluate an effectively designed curriculum unit. (MoSteo 2,3,4)

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

<b>Week 1</b>	What is curriculum?
January 18	Role & function of curriculum in schools Establishing curricular priorities
<b>Week 2:</b>	How we learn
January 25	Defining backwards design Text: Chapter 1, What is Backward Design?
<b>Week 3</b>	Backwards Design: Stage 1
February 1	Identifying desired results Focusing on the big picture Framing essential questions Chapter 2: What is a Matter of Understanding?

**Due: Current media article about curricular related events/concerns with your reflections & conclusions**

<b>Week 4</b> February 8	Purposeful curriculum Overarching/topical understandings Chapter 3: Understanding understanding
<b>Week 5</b> February 15	Evaluating effective curriculum Applying the design filter Analyzing an understanding based curriculum <b>Due: Purpose statement &amp; culminating real-world project for your unit, &amp; timeline</b>
<b>Week 6</b> February 22	Backwards Design: Stage 2 What is evidence of understanding? Determining acceptable evidence Chapter 5: Thinking Like an Assessor
<b>Week 7</b> March 1	Exploring assessment options Transforming understanding into performance Developing final products & performances
<b>Week 8</b> March 8	Differentiating instruction <b>Due: Assessment rubric for your unit</b> <b>Article/supplemental information about selected method of differentiation</b>
<b>March 15</b>	<b>No class (Spring Break)</b>
<b>Week 9</b> March 22	Methods of Differentiation: <b>Due: Small groups peer teach class</b>
<b>Week 10</b> April 5	Creating curriculum that is engaging & effective Writing effective learning objectives
<b>Week 11</b> April 12	The role of technology in curriculum Field trip or alternate assignment
<b>Week 12</b> April 19	Creating meaningful “performances of understanding” What is engaging & effective? <b>Due: Sample lesson plan that meets unit criteria</b>
<b>Week 13</b> April 26	Reflecting on and improving curriculum Evaluating curriculum: self assessment Individual work time
<b>Week 14</b> May 3	Application of course concepts in the classroom Future perspective: The role of curriculum in the 21 <sup>st</sup> century
<b>Week 15</b> May 10	<b>Student presentations/ Peer evaluation</b>
<b>Week 16</b> Dec 14	<b>Student presentations/ Peer evaluation</b> <b>Curriculum units due</b>

#### 4. Resources:

**Text used:** *Understanding by Design*, by Grant Wiggins and Jay McTighe

**Supplemental Readings:** Articles from contemporary education journals, curriculum materials from schools and districts, Internet resources, community publications

#### 5. Evaluation:

Grades will be determined by:

1. Attendance
2. Participation in classroom discussions and activities
3. A complete curriculum unit
4. Class presentations

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- **A hard copy (no email versions accepted) must be submitted by the last class meeting.**
- Students should provide a self-addressed **stamped envelope** (appropriate size and postage paid) to the instructor so project/paper can be returned.

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- **This syllabus is subject to change at the discretion of the instructor.**
- **Regular class attendance is required.**