



## Course Syllabus

**Course Number and Section:**  
**EDUC 5460.02**

**Credit Hours:**  
3 credit hours

**Site:**  
Webster Hall

**Course Title:**  
**Curriculum Design**

**Term:**  
Spring 2005

**Instructor:**  
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### 1. Description:

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:

This course will enable participants to:

- Analyze common curriculum, assessment, and instruction practices that may interfere with the cultivation of student understanding (MoStep 1, 2, 3, 8)
- Investigate and understand best practices in curriculum design, including questioning, acceleration, differentiation, real-world problem solving, project-based learning, and assessment. (MoStep 1, 3, 4, 5, 8)
- Use library resources in identifying current and historical issues in curriculum development. (MoStep 5)
- Describe competing values, constraints, and facilitations in curriculum design. (MoStep 4)
- Describe and support personal curriculum design theory / framework with research. (MoStep 1, 6)
- Create and critique a curriculum unit that
  - organizes content around a meaningful theme - real world problem solving (MoStep 1, 4, 5)
  - articulates clear goals, objectives, and assessment of outcomes (MoStep 2, 7, 8)
  - meets specific state or district mandates (MoStep 10)
  - encourages student inquiry and problem solving at the highest levels of cognition (MoStep 5, 6)

- incorporates differentiation strategies to meet a variety of learning styles (MoStep 3, 2)
- includes original work rather than reliance on commercial sources (MoStep 4, 5)
- relies on sound subject matter knowledge (MoStep 1, 2)
- reflects multicultural practices and themes (MoStep 1, 3, 6)
- integrates technology (MoStep 5)
- assesses student learning and effectiveness of the unit. (MoStep 8, 9)

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

- Week 1: Orientation and overview. What is curriculum?  
Presentation on how people learn
- Week 2: Backward design process  
Process standards  
Text: Chapter 1, What is Backward Design?
- Week 3: Identifying the “Big Picture” and Enduring Understandings
- Week 4: Identifying goals – determining what is worthy of understanding  
Essential questions for framing the curriculum  
Text: Chapter 2, What is a Matter of Understanding?
- Week 5: Curriculum Methods of Delivery  
Multiple Intelligences  
Test: Chapter 3, Understanding Understanding  
\*\*Hand in Part one of Unit assignment for review, including: Purpose, Essential Questions, Goals/Standards
- Week 6: Differentiation and Acceleration                      CHRIS PUTTCAMP, I THINK FEB 18  
Responding to the Needs of All Learners, Blooms Taxonomy
- Week 7: Assessment  
Text: Chapter 5, Thinking Like an Assessor
- Week 8: Planning Units of Study.  
Students bring materials. Work individually and in small groups brainstorming ideas, sharing backward designs  
\*\* Hand in Part 2 of Unit assignment for review, including assessment rubric
- Spring Break No class
- Week 9: Real-world Problem Solving  
Project Based Learning  
Design criteria needed to ensure high quality curricular unit.
- Week 10: Role of Technology  
Internet resources
- Week 11: Off campus assignments for technology

- Week 12: Developing Curriculum units. Students bring materials.  
Class time to work in small groups to begin developing curriculum units incorporating best practice strategies  
Text: Chapter 11, Putting It All Together, a Design Template
- Week 13: Evaluating Curriculum  
Cooperative learning – Students share curriculum projects they have evaluated.  
\*\*Completed units due.
- Week 14: Class presentations – Sharing of curriculum units
- Week 15: Class presentations – Sharing of curriculum units
- Week 16: Curriculum units due  
Discussion on future of curriculum  
Conclusion

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.

#### **4. Resources:**

##### **Text(s):**

Wiggins and McTighe, *Understanding by Design*, New Jersey: Prentice-Hall, Inc, 2001

##### **Supplemental Readings:**

Curriculum guides from your district, journal articles and instructional handouts

#### **5. EVALUATION:**

Students in this course will be evaluated on class participation (discussions and group projects), and successful completion of the assignments including curriculum unit, individual assignments and group activities.

#### **6. FINAL PROJECTS:**

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

- Projects/Papers will be returned during the last meeting period or

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

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