

Webster University

Course Syllabus

EDUC 5460.01 Curriculum Design

Term: Fall 2002

Class Times: Wednesdays, 5:00 – 8:00. This class meets 16 sessions.

Instructor: Chris Puttcamp
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1. Course 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:

- Students will analyze common curriculum, assessment, and instruction practices that may interfere with the cultivation of student understanding
- Students will investigate and understand best practices in curriculum design, including questioning, acceleration, differentiation, real-world problem solving, project-based learning, and assessment.
- Students will develop and evaluate a curriculum unit

3. Schedule of class meetings and topics:

- August 21: Orientation and overview.
Presentation on how people learn
Cooperative learning – memorable lessons
- August 28: Backward design process
Process standards
Text: Chapter 1, What is Backward Design?
- September 4: Identifying goals – determining what is worthy of understanding
Essential questions for framing the curriculum
Text: Chapter 2, What is a Matter of Understanding?
- September 11: Curriculum Methods of Delivery
Multiple Intelligences
Text: Chapter 3, Understanding Understanding
Chapter 4, The Six Facets of Understanding
- September 18: Assessment
Text: Chapter 5, Thinking Like an Assessor
Chapter 6, How is Understanding Assessed in Light of the Six Facets?
- September 25: Planning Units of Study.
Students bring materials. Work individually and in small groups brainstorming ideas, sharing backward designs
Text: Chapter 7, What is Uncoverage?

- October 2: Real-world Problem Solving
Project Based Learning
Design criteria needed to ensure high quality curricular units
Text: Chapter 8, What the Facets Imply for Unit Design
- October 9: Differentiation and Acceleration
Responding to the Needs of All Learners, Blooms Taxonomy
Text: Chapter 9, Implications for Organizing Curriculum
- October 16: No class
- October 23: Teaching for Understanding
Direct Instruction, Coaching of Skills, Facilitation
Text: Chapter 10, Implications for Teaching
- October 30: Role of Technology
Internet resources
- November 6: Curriculum units. Students bring materials.
Class time to work individually and in small groups to begin developing curriculum units incorporating best practice strategies
Text: Chapter 11, Putting It All Together, a Design Template
- November 13: Evaluating Curriculum
Cooperative learning – Students share curriculum projects they have evaluated.
- November 20: Community Resources and/or Opportunity to focus on individual or class specific requests
- November 27: Class presentations – Sharing of curriculum units
- December 4: Class presentations – Sharing of curriculum units
- December 11: Curriculum units due
Discussion on future of curriculum
Conclusion

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