



## Course Syllabus

**Course Number and Section:**  
**EDUC 5460 W2**

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

**Credit Hours:**  
3 credit hours

**Term:**  
Fall 2003

**Site:**  
WEBG \_ONLINE  
fundak@webster.edu  
<http://www.webster.edu> /worldclassroom/  
in

**Instructor:**  
Dottie Fundakowski,  
or Email instructor using the Mail tool

the course.

### 1. Course Description:

The Curriculum Design course is required for all M.A.T. degree-seeking students. The course is designed to help practicing teachers design, develop and evaluate effective curriculum to improve the instructional process and learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum unit that has direct application to a particular teaching situation.

NOTE: This is an Internet-based course. Students must be willing to interact with the instructor and other students online, and to have their work posted on the web for viewing by other class members.

Prerequisites: Internet Access (from home, office or on-campus) and ability to use Internet tools and other software.

### 2. Learning Outcomes:

This course will enable participants to:

- 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 curriculum unit/module 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.**

1	Introduction to course. Working procedures in online course. Curriculum issues in the news. Eden-Webster Library resources; Electronic databases.
2	What is Curriculum? Factors Affecting Curriculum
3	Considering the Learners The role of personal values in learning and curriculum
4	Backward Design - Beginning with the end in mind Curriculum examination and evaluation: What makes curriculum valuable?
5	Society's mandates; Show-Me Standards and Curriculum Frameworks Alignment and contradictions in curriculum agendas Subject Specialists / Professional Organizations Educational Purposes: Aims, Goals & Objectives
6	Alignment and contradictions in curriculum agendas (continued) Educational Purposes: Aims, Goals & Objectives (continued)
7	The Form of Objectives Writing assessable outcome statements
8	Differentiation in the Curriculum (part 1) Team Project - Working with Multiple Intelligences and Blooms Taxonomy in Differentiated Instruction Selecting Learning Experiences
9	Differentiation in the Curriculum (part 2) Selecting Learning Experiences (continued)
10	Assessment - Evaluating learning experiences

	Scoring guides & Rubrics
11	Organizing Learning Experiences Theme-based units Constructivism
12	Integrating technology into the curriculum Tool-based software --technology integration model (analyze, communicate, research) Creating guided practice
13	Integrating technology into the curriculum (continued)
14	Building the School wide curriculum
15	Building the School wide curriculum
16	Reflections on the Course Course conclusion, evaluation

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):

Tyler, Ralph W., *Basic Principles of Curriculum & Instruction*, Chicago: University of Chicago Press, 1969  
Wiggins and McTighe, *Understanding by Design*, New Jersey: Prentice-Hall, Inc, 2001

##### Supplemental Readings:

Materials on Eden-Webster Library online research databases, curriculum guides from your district.  
United Streaming Video Clip Library

#### 5. EVALUATION:

Students in this course will be evaluated on class participation (online discussions and process journals), and successful completion of the assignments including curriculum unit, article analyses, 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.~~
- ~~Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.~~

- **Other: Students may download their projects from the Assignment Area within the course.**

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- This syllabus is subject to change.
  - Regular class attendance is required.