



Course Syllabus		
EDUC 5460 Section 01 COURSE NUMBER AND SECTION	Shelley Paul Smith INSTRUCTOR	cct21@rockwood.k12.mo.us E-MAIL ADDRESS
Curriculum Design COURSE TITLE	Fall 2004 TERM	3 CREDIT HOURS
Webster Hall 219		

**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. (MoStep 2,3,4)

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

**Week 1**  
August 24                      What is curriculum?  
Role & function of curriculum in schools  
Establishing curricular priorities

**Week 2:**  
Aug 31                         How we learn  
Defining backwards design  
Text: Chapter 1, What is Backward Design?

**Week 3**  
Sept 7                         Backwards Design: Stage 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> Sept 14	Purposeful curriculum Overarching/topical understandings Chapter 3: Understanding understanding
<b>Week 5</b> Sept 21	Evaluating effective curriculum Applying the design filters Analyzing an understanding based curriculum <b>Due: Purpose statement &amp; culminating real-world project for your unit, &amp; timeline</b>
<b>Week 6</b> Sept 28	Backwards Design: Stage 2 What is evidence of understanding? Determining acceptable evidence Chapter 5: Thinking Like an Assessor
<b>Week 7</b> Oct 5	Exploring assessment options Transforming understanding into performance Developing final products & performances
<b>Week 8</b> Oct 12	Differentiating instruction <b>Due: Assessment rubric for your unit</b> <b>Article/supplemental information about selected method of differentiation</b>
<b>Oct 19</b>	<b>No class</b>
<b>Week 9</b> Oct 26	Methods of Differentiation: <b>Due: Small groups peer teach class</b>
<b>Week 10</b> Nov 2	Creating curriculum that is engaging & effective Writing effective learning objectives
<b>Week 11</b> Nov 9	The role of technology in curriculum Field trip or alternate assignment
<b>Week 12</b> Nov 16	Creating meaningful “performances of understanding” What is engaging & effective? <b>Due: Sample lesson plan that meets unit criteria</b>
<b>Week 13</b> Nov 23:	Reflecting on and improving curriculum Evaluating curriculum: self assessment Individual work time
<b>Week 14</b> Nov 30	Application of course concepts in the classroom Future perspective: The role of curriculum in the 21 <sup>st</sup> century
<b>Week 15</b> Dec 7	<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.**