



Course Syllabus

Course Number and Section:
EDUC 5460.02

Course Title:
Curriculum Design

Credit Hours:
3 credit hours

Term:
Fall 2004

Site:

Instructor:
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1. **Course Description:** This course is designed to provide practicing teachers the knowledge and skills to evaluate and design effective curriculum. Students will investigate and integrate best practices in curriculum design to enhance the instructional process and impact student learning in the classroom. Each student will design a curriculum unit that reflects comprehension of class concepts and has direct application to his/her teaching situation.
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)

- Week 3: Backwards Design: Stage 1
Identifying desired results
Focusing on the “big” picture
Framing essential questions
Chapter 2: What is a Matter of Understanding?
- Week 4: Purposeful curriculum
Curriculum article analysis
Overarching & topical understandings
Chapter 3: Understanding Understanding
- Week 5: Evaluating effective curriculum
Applying design filters
Analyzing an understanding-based curriculum
- Week 6: Backwards Design: Stage 2
Determining acceptable evidence
What is evidence of understanding?
Chapter 5: Thinking Like an Assessor
- Week 7: Exploring assessment options
Transforming understanding into performance
Developing final products and performances
Small group presentation on assessment options
- Week 8: Curriculum methods of delivery
Differentiating instruction to meet the needs of each student
Due: Purpose statement, Assessment rubric, unit timeline
- Week 9: Backwards Design: Stage 3
Planning learning experiences & instruction
Curriculum based on real-world problems and products
- Week 10: Considering multiple intelligences and learning styles
in curriculum design
Creating curriculum that is both engaging & effective
Small group presentation on differentiation
Chapter 11: Putting it all Together
- Week 11: The role of technology in curriculum
Group work time on curriculum units
Due: Lesson plan sample with required criteria
- Week 12: Integrating community resources in curriculum
Group work time on curriculum units
- Week 13: Future perspective:
Sharpening our focus on designing quality curriculum
for the 21st century.
- Week 14: Evaluating curriculum: self-assessment
Reflecting on, assessing & refining individual curricular units
- Week 15: Presentations
Sharing evidence of learning & evaluating understanding

Week 16: Presentations
Final units due

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 & McTighe, *Understanding by Design*,
New Jersey: Prentice-Hall, Inc. 2001 ISBN: 0-87127-313-8

Supplemental Readings:

Curriculum guides from your district, journal articles, and instructional handouts

5. Evaluation:

Students in this course will be evaluated on

- 25%: class participation, (discussions/group projects)
- 25%: successful, on time, completion of assignments
- 15%: small group presentations
- 35%: curriculum unit (final project)

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

- Students should provide a self-addressed stamped envelope (appropriate size and postage) 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.