



Course Syllabus

COURSE NUMBER: EDUC 5460	COURSE TITLE: Curriculum Design	TERM: Fall 2007
SITE:	INSTRUCTOR CONTACT INFORMATION: Christine Nobbe, EdS nobbechristine@rockwood.k12.mo.us cell – 314-323-0053	CREDIT HOURS: 3

COURSE DESCRIPTION: This course is designed to help practicing teachers, and professionals in related fields, reflect upon the relationship between curriculum and understanding. Students will evaluate factors which impact the design and delivery of effective curriculum in order to improve the instructional process, the learning experiences, and ultimately the depth of student *understanding* in the classroom. Students will investigate and apply the principles of “Backwards Design” (Wiggins & McTighe) to develop a curriculum unit that has direct application to his/her particular teaching/work situation.

LEARNING OUTCOMES:

What should students know?

- The essential components of a curriculum unit that reflects the “backwards design” philosophy: Stage 1 – Desired Results, Stage 2 – Evidence, and Stage 3 – Learning Plan.
- A variety of methods for measuring understanding.
- A variety of best practice instruction strategies.
- Meaning of “enduring understanding”, “essential question”, skills, knowledge, performance task, GRASPS, and WHERE TO.

What should students understand?

- When time is spent thinking about WHAT is important for students to learn and WHY it is important then more learning takes place.

What should students be able to do?

- Design a curriculum unit that reflects comprehension of the “backwards design” process and effectively applies concepts learned in class. (performance task = unit)
 - Identify & justify what content & skills are “worth knowing” in a variety of curriculum settings.
 - Formulate enduring understandings that are the core of the discipline and have real-life value.
 - Determine & articulate essential questions that drive curriculum.
 - Determine real world connections that will engage students in meaningful learning experiences and result in the intended understanding.
 - Create scoring guides that accurately measure student comprehension of concepts and skills.
 - Tailor instruction to meet students’ needs, interests, and abilities. (unit and group presentation)
- Design and present a lesson “hook” that engages learners (academic prompt = individual presentation)

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

Week 1 Aug. 22	What is curriculum? Role & function of curriculum in schools Read Introduction and chapter 1 in text
Week 2: Aug. 29	How we learn Defining backwards design/UbD Using UbD Read chapters 2 and 3
Week 3 Sept. 5	Backwards Design: Stage 1 Identifying desired results Focusing on the big picture, enduring understandings, and Framing essential questions Read chapters 5 and 6 Due: Current article about curricular related events/concerns with your reflections and conclusions; see rubric
Week 4 Sept. 12	Due: Stage 1 – Identify Desired Results Peer and Instructor Feedback Turn in one copy of Stage 1 to instructor
Week 5 Sept. 19	Backwards Design: Stage 2 What is evidence of understanding? Determining acceptable evidence Performance Tasks and GRASPS Read chapter 7
Week 6 Sept. 26	Stage 2: Evidence of Learning Academic Prompts, Quizzes/Tests, Other Evidence Student Self-Assessments and Reflections Pre-assessments Rubrics/Scoring Guides Read chapter 8
Week 7 Oct. 3	Due: Stage 2 – Determine Acceptable Evidence Peer and Instructor Feedback Read chapters 9 and 10
Week 8 Oct. 10	Brain Research Read chapters 11
Week 9 Oct. 24	Learning Plans: Best Practice Instructional Strategies Input, Student Participation, Discussions, Writing in the Content Area including 6-Traits, Reading in the Content Area, Enrichment/Extensions, Re-teaching, Graphing and Tables, Use of Visuals and Manipulatives, Learning Styles, Hooks Determine Groups and Topics Read chapter 12
Week 10 Oct. 31	Work on “Best Practice” Instructional Techniques Group Project/Presentation We will NOT meet on Wednesday night; call or e-mail Christine with problems/questions

Week 11 Work on group presentations – your choice of time and place
 Nov. 7 We will NOT meet on Wednesday night; call or e-mail Christine with problems/questions
 Read Chapter 13

Week 12 **Due: Group Presentations of Instructional Best Practices**
 Nov. 14 Group Presentations (will be a late night)

Week 13 Evaluating curriculum: self assessment
 Nov. 21 Individual work time (TO BE ACCOMPLISHED INDIVIDUALLY)
 Wed before Thanksgiving - E-mail or call Christine if you need help as we will not meet

Week 14
 Nov. 28 Final Feedback from peers and instructor
Due: DRAFT of unit including Stages 1, 2, and 3

Week 15 **Student presentations/ Peer feedback**
 Dec. 5

Week 16 **Student presentations/ Peer feedback**
 Dec. 12 **Curriculum units due**

RESOURCES:

Text used: *Understanding by Design*, by Grant Wiggins and Jay McTighe **Bring this book to class!**
Understanding by Design Professional Development Workbook by Grant Wiggins and Jay McTighe

Supplemental Readings: Articles from contemporary education journals, curriculum materials from schools and districts, Internet resources, community publications (**SOME OF THESE WILL BE SUPPLIED BY PARTICIPANTS**)

EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Reflection on current literature related to curriculum design	Refer to previous chart of what “Students should know, understand & be able to do”	5% 5 points
Stage 1 – Identify Desired Results	See the Curriculum Design Final Unit Scoring Guide following this section	Part of Curriculum Unit
Stage 2 – Determine Acceptable Evidence		Part of Curriculum Unit
Group presentation of “best practice” instructional strategies		20% 20 points
Stage 3 – Learning Plan		Part of Curriculum Unit
Student Presentation – Overview of unit and “hook” lesson	Refer to previous chart of what “Students should know, understand & be able to do”	5% 5 points
Class Participation		20% 20 points
Curriculum Unit reflecting application of course concepts	See the Curriculum Design Final Unit Scoring Guide	50% 50 points

GRADING SCALE: There is a scoring guide for each graded assignment.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA E-MAIL or A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE. The instructor will probably forget to remind you of this policy, so it is YOUR responsibility to remember the SASE envelope.

MISSED CLASSES:

The instructor is aware that it is sometimes necessary to miss class but at the same time class attendance and participation is of utmost importance for learning, discussion, feedback, and true UNDERSTANDING. Therefore the following policy will be implemented: students may miss one class with “no questions asked” but if ADDITIONAL classes are missed then the student will be required to read the chapter assigned for that class and **write and answer** THREE essay questions for the chapter, keeping in mind what has been learned about enduring understandings, essential questions, and transfer skills. It is always polite to drop the instructor an e-mail before (or after) missing a class since this instructor worries that something has happened to the student when classes are missed.

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

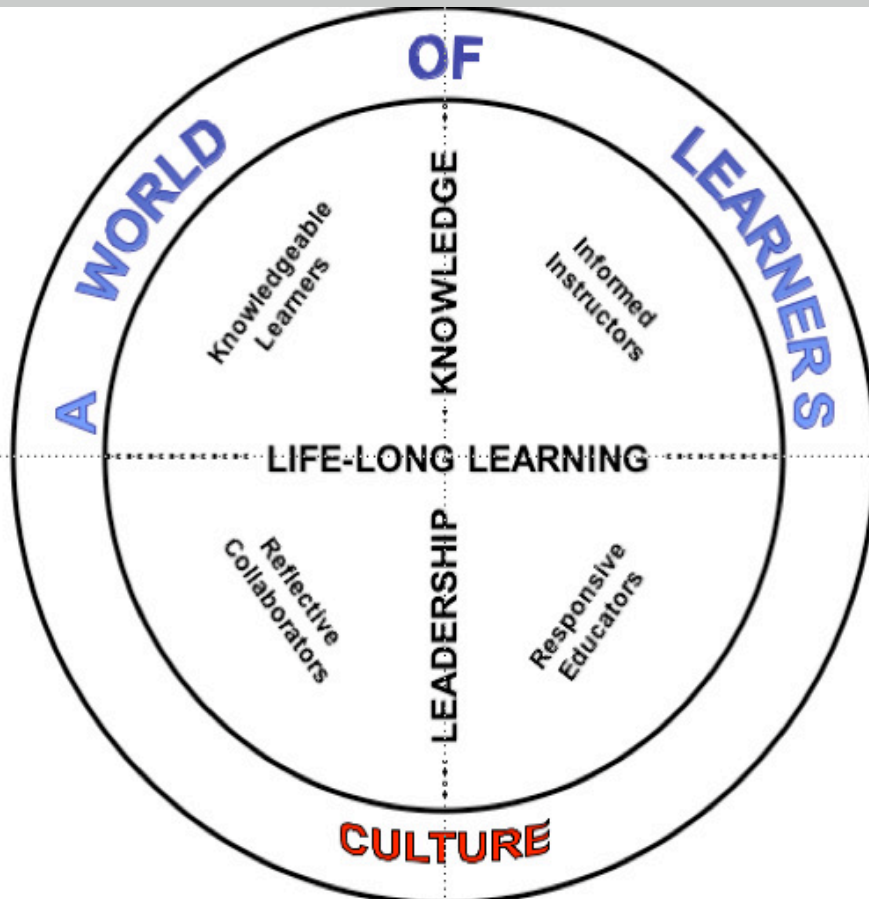
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).