



Course Syllabus

COURSE NUMBER EDUC 5460.02	COURSE TITLE: Curriculum Design	TERM: Fall 07
SITE:	INSTRUCTOR CONTACT INFORMATION: Chris Puttcamp puttcampchris@rockwood.k12.mo.us	CREDIT HOURS: 3

COURSE DESCRIPTION: This curriculum design course is intended to help practicing teachers develop, implement, and evaluate effective curriculum and instructional strategies to improve learning for students. Included in this course will be research and discussions on curriculum design theory and development, instruction theory, and assessment. In addition, teachers will understand how developing better curriculum will improve student learning. Each student will develop a complete curriculum unit that they will be able to use in their classrooms.

LEARNING OUTCOMES:

This course will enable participants to:

- Describe competing values, constraints, and facilitations in curriculum design (MS 1, 2)
- Develop and support curriculum design theory and frameworks with research (MS 1, 5, 7)
- Use library resources in identifying current and historical issues in curriculum design (MS 1, 7)
- Create curriculum for students that
 - Is based on real world challenges (MS 1, 4, 5)
 - Articulates clear goals, objectives, and assessment outcomes (MS 2, 7, 8)
 - Meets specific state or district guidelines (MS 10)
 - Encourages student inquiry, problem solving, and critical thinking at the highest levels of cognition (MS 5, 6)
 - Incorporates differentiation strategies to meet a variety of learning levels and learning styles (MS 2, 3)
 - Relies on both process skills and in-depth content (MS 2, 6)
 - Reflects multi-cultural needs and strengths (MS 3, 4)
 - Integrates technology (MS 7)
 - Assesses student learning using a variety of means (MS 8, 9)

- Aug. 20: Course Overview: What is curriculum?
 Role & function of curriculum in schools
 Establishing curricular priorities
- Aug 27: How we learn
 Defining backwards design
 Chapter 1: What is Backwards Design?
- Sept. 4: Backwards Design: Stage 1
 Identifying desired results
 Focusing on the “big” picture
 Framing essential questions
 Chapter 2: What is a Matter of Understanding?
- Sept. 10: Purposeful curriculum
 Overarching & topical understandings
 Chapter 3: Understanding Understanding
- Sept. 17: Evaluating effective curriculum
 Applying design filters
 Analyzing an understanding-based curriculum
- Sept 24: Backwards Design: Stage 2
 Determining acceptable evidence
 What is evidence of understanding?
 Chapter 5: Thinking Like an Assessor
Due: 1st draft of purpose: Unit Topic, why is this topic important for students to learn, how it is relevant to students, what you want students to remember for a long time
- Oct. 1: Exploring assessment options
 Transforming understanding into performance
 Developing final products and performances
- Oct. 8: Curriculum methods of delivery
 Differentiating instruction to meet the needs of each student
Due: Purpose statement, Assessment rubric, unit timeline
- Oct. 15: Fall Break Backwards Design: Stage 3
- Oct. 22: The role of technology in curriculum
- Oct. 29: Planning learning experiences & instruction

Curriculum based on real-world problems and products Considering multiple intelligences and learning styles

Creating curriculum that is both engaging & effective

Chapter 11: Putting it all Together

- Nov. 5: Matching assessment, curriculum, and instruction
Individual work time on curriculum units
Due: Lesson plan sample with required criteria
- Nov. 12: Future perspective:
Sharpening our focus on designing quality curriculum
for the 21st century.
- Nov. 19: Integrating community resources in curriculum
- Nov 26: Planning for Presentations
Sharing evidence of learning & evaluating understanding
- Dec. 3: Presentations
- Dec. 10: Presentations
Final units due

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

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 - Class presentations 20%
 - Weekly activities on stages of curriculum design
 - Student presentation on differentiation
 - Student curriculum project presentation
 - Curriculum projects 70 %
 - Creation of 9 lesson curriculum unit
 - Class Participation 10%
2. Supplements (study guide, sample tests, project outlines may be attached.) Please list.
None
3. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings: None

4. 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.

6. GRADING SCALE: Scoring Guide for Curriculum Units

	C	B	A-	A
Stage 1 Unit Focus/Purpose	<p>The unit focus</p> <ul style="list-style-type: none"> <input type="checkbox"/> has not been articulated <input type="checkbox"/> statements supporting the importance of the issue or information are missing. <input type="checkbox"/> replicates learning from the school 	<p>The unit focus</p> <ul style="list-style-type: none"> <input type="checkbox"/> needs further clarification. <input type="checkbox"/> The “real-world” focus lacks depth or is superficial. WHY is this learning important for students? <input type="checkbox"/> lacks supporting rationale and connection to students’ world. 	<p>The unit focus</p> <ul style="list-style-type: none"> <input type="checkbox"/> is evident, <input type="checkbox"/> has real world application <input type="checkbox"/> is tied to state and/ or national standards. <input type="checkbox"/> includes essential questions & understandings that are defined and feasible. <input type="checkbox"/> Includes clearly defined and rigorous learning objectives <input type="checkbox"/> Is ability appropriate. 	<p>The unit focus</p> <ul style="list-style-type: none"> <input type="checkbox"/> includes essential understandings and provocative questions that represent the “core” of the discipline and have enduring value. <input type="checkbox"/> consistently weaves ideas from the essential questions throughout the curriculum. <input type="checkbox"/> centers around a unique or innovative investigation <input type="checkbox"/> is written in a polished and creative manner.
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Pre/post assessments are missing or do not reflect assessment of stated learning goals. <input type="checkbox"/> The performance assessment or culminating activity does not offer clear opportunity for students to demonstrate comprehension of the stated learning goals. <input type="checkbox"/> The final evaluation doesn’t assess the stated learning objectives <input type="checkbox"/> Levels of achievement on the final evaluation lack clear definition. <input type="checkbox"/> The language in the final evaluation is not clear and easily understood by students/parents. 	<ul style="list-style-type: none"> <input type="checkbox"/> The performance task needs further clarification to be consistent with the unit focus. <input type="checkbox"/> Descriptors on the final evaluation are “nebulous,” use jargon or are not easily understood by students & parents. <input type="checkbox"/> Final evaluation does not clearly relate what students have learned and are able to do. 	<ul style="list-style-type: none"> <input type="checkbox"/> Authentic, relevant assessment is gathered throughout the unit. <input type="checkbox"/> The performance task is realistic and addresses the unit focus. <input type="checkbox"/> The performance task assessment clearly aligns assessment with instruction. <input type="checkbox"/> The final evaluation uses valid descriptors. <input type="checkbox"/> The final evaluation is understandable to students & parents. Final evaluation clearly relates what students have learned and are able to do. 	<ul style="list-style-type: none"> <input type="checkbox"/> Authentic, relevant assessment is gathered throughout the unit. <input type="checkbox"/> The performance task is authentic, and supports the unit focus. <input type="checkbox"/> The performance task assessment levels are clearly defined, use valid, relevant, and easily measurable descriptors and reflect application of the essential understandings of the unit. <input type="checkbox"/> Students and parents clearly understand what the student has learned and is able to do.

	C	B	A-	A
Learning Experiences	<p>Learning experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> do not include all the required criteria. __ Learning objectives or lesson goals __ Vocabulary __ Closure questions __ Materials/ resources __ Differentiation strategies __ Appropriately Integrates technology <input type="checkbox"/> seem unrelated to the unit focus and final assessment. <input type="checkbox"/> lack variety in learning in the presentation of information, the active learning experiences, or opportunities to interact with the content. 	<p>Learning experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> do not include all the required criteria. __ Learning objectives or lesson goals __ Vocabulary __ Closure questions __ Materials/ resources __ Differentiation strategies __ Integrates technology <input type="checkbox"/> experiences lack rigor, seldom exceed application level of thinking <input type="checkbox"/> Learning experiences are not clearly linked to stated learning objectives. <input type="checkbox"/> Some learning experiences do not yet support the essential understandings, and clearly relate to the performance task. 	<p>Learning experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> include all unit criteria. <input type="checkbox"/> are engaging and will effectively provoke the desired understandings, <input type="checkbox"/> integrate real-world experiences <input type="checkbox"/> are coherent with unit focus and assessment. <input type="checkbox"/> are varied in format and instructional delivery <input type="checkbox"/> include a variety of resources and technology in the daily learning experiences. 	<p>Learning experiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently include all the criteria <input type="checkbox"/> reflect best practices in instruction <input type="checkbox"/> differentiation strategies accommodate learners across the spectrum and provide multiple opportunities to learn and express comprehension in a variety of styles. <input type="checkbox"/> are of “high-interest” to the students <input type="checkbox"/> consistently encourage high-level thinking <input type="checkbox"/> lead to student success on the unit performance task. <input type="checkbox"/> integrate community experiences to enhance student comprehension and reinforce the unit focus.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

2. 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.

Consequences of Academic Dishonesty:

- Students will be given a “0” for the grade in question

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

3. ACCESSIBILITY/ACCOMODATIONS POLICY:

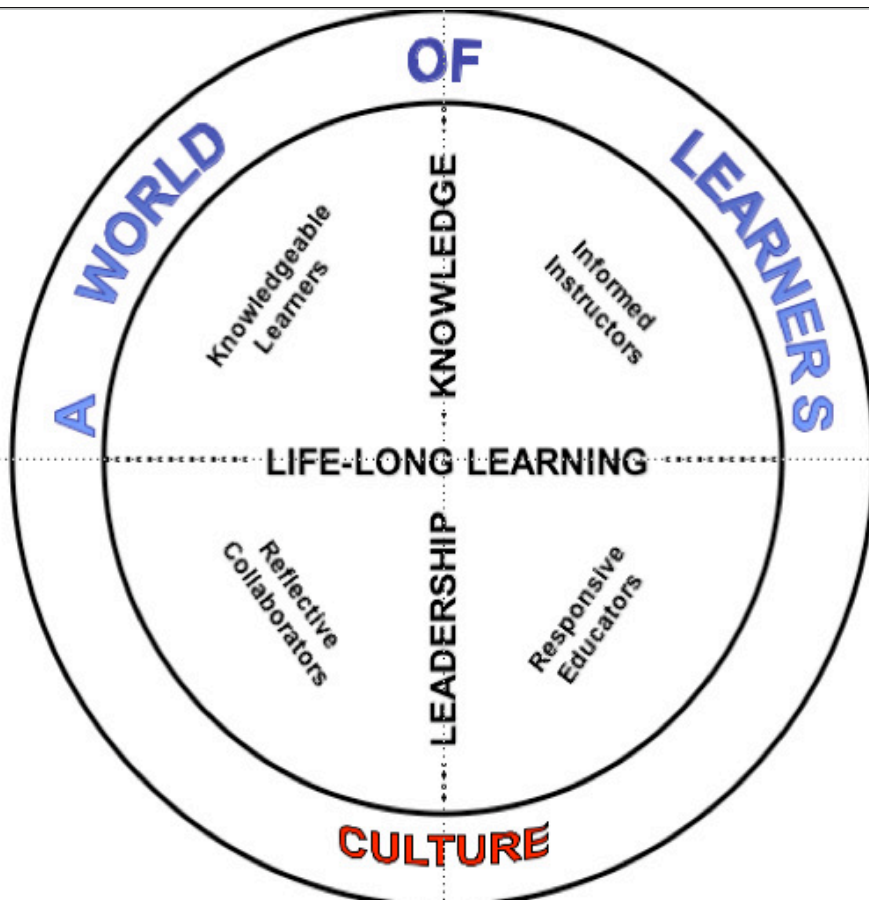
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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
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