

Course Syllabus

COURSE NUMBER:		
COURSE TITLE		
TERM:		
EDUC 5460	Curriculum Design	Fall 2007
SITE:		
INSTRUCTOR CONTACT INFORMATION:		
CREDIT HOURS:		
Online Instruction	EDUC 5460 W1 Chris Puttcamp (314)968-7098 EDUC 5460 W2 Dottie Barbeau (314)968-7490 EDUC 5460 W3 Chris Puttcamp (314)968-7490	To send an Email message to an Instructor, go to Mail > Compose Message > Browse > [Select Instructor's Name] Office mailing Address: School of Education / WH 232 Webster University 470 East Lockwood Ave. St. Louis, MO 63119 - 3194
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1. Course Description:

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.

2. Learning Outcomes:

<p>Course Outcomes SoE Goals, SoE Dispositions, and MoSTEP/ Prof Standards Addressed</p>
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<p>Use library resources in identifying current and historical issues in curriculum development.</p>	<p>MoStep 5</p> <p>SoE Goal 1.2, 1.4, 1.3, 4.4</p> <p>SoE Dispositions 1.3, 1.4, 2.4, 3.3</p>
<p>Describe competing values, constraints, and facilitations in curriculum design.</p>	<p>MoStep 4</p> <p>SoE Goal 3.1, 3.3, 4.1</p> <p>SoE Dispositions 1.1, 1.4, 3.1</p>
<p>Describe and support personal curriculum design theory / framework with research.</p>	<p>MoStep 1, 6</p> <p>SoE Goal 2.3, 2.4, 3.3, 3.4</p> <p>SoE Dispositions 1.1, 2.2, 2.3, 3.2</p>

<p>Create and critique curriculum unit/module that</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes content around a meaningful theme - real world problem solving (MoStep 1, 4, 5) <input type="checkbox"/> articulates clear goals, objectives, and assessment of outcomes (MoStep 2, 7, 8) <input type="checkbox"/> meets specific state or district mandates (MoStep 10) <input type="checkbox"/> encourages student inquiry and problem solving at the highest levels of cognition (MoStep 5, 6) <input type="checkbox"/> incorporates differentiation strategies to meet a variety of learning styles (MoStep 3, 2) 	<p>MoStep 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>SoE Goal 2.1, 2.2, 2.3, 2.4</p> <p>SoE Dispositions 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5</p>
<ul style="list-style-type: none"> <input type="checkbox"/> includes original work rather than reliance on commercial sources (MoStep 4, 5) <input type="checkbox"/> relies on sound subject matter knowledge (MoStep 1, 2) <input type="checkbox"/> reflects multicultural practices and themes (MoStep 1, 3, 6) <input type="checkbox"/> integrates technology (MoStep 5) <input type="checkbox"/> 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.

<p>Topical Overview, Activities, and Readings: (subject to change)</p>	
<p>Note: For specific readings schedule and due dates for activities, projects, discussions and assignments see course Calendar.</p>	
<p>1</p>	<p>Introduction to course. Working procedures in online course. Curriculum issues in the news. Eden-Webster Library resources; Electronic databases.</p>
<p>2</p>	<p>What is Curriculum? Factors Affecting Curriculum</p>
<p>3</p>	<p>Considering the Learners; The role of personal values in learning and curriculum</p>
<p>4</p>	<p>Backward Design - Beginning with the end in mind Curriculum examination and evaluation: What makes curriculum valuable?</p>

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	Integrating technology into the curriculum ("Hot list" resources)
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	Using video clips in the curriculum.
13	Using video clips in the curriculum. (continued)
14	Building the School wide curriculum
15	Building the School wide curriculum (continued)
16	Reflections on the Course; Course conclusion, evaluation

4. RESOURCES:

Required Text(s):

Tyler, Ralph W., *Basic Principles of Curriculum & Instruction*, Chicago: University of Chicago Press, 1969

Wiggins and McTighe, *Understanding by Design, Expanded 2nd Edition*, ASCD, 2005

Supplemental Readings:

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

5. 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		
curriculum unit (term project),	Create and critique curriculum unit/module	30%
article / issues analyses & critiques	Use library resources in identifying current and historical issues in curriculum development.	30%
small group/ team activities Describe and support personal curriculum design theory / framework with research		20%

other participation (online discussions; process journals) Describe competing values, constraints, and facilitations in curriculum design.	20%
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Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

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:

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

ACCESSIBILITY/ACCOMMODATIONS 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.

School of Education 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.

School of Education 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