

## Course Syllabus

<b>Course Information</b>				
Number & Title:	<b>EDUC 5460 Curriculum Design</b>			
Catalog 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.			
Credits / Term:	3 credits. Fall 2009			
<b>Instructor Information</b>				
	<i>Name</i>	<i>Phone</i>	<i>Email</i>	<i>Office (mailing address)</i>
Section W1:	Roy Tamashiro	(314) 968-7490	To send Email to an Instructor, go to <b>Mail &gt; Compose Message &gt; Browse &gt; [Select Instructor's Name]</b>	School of Education / WH 232 Webster University 470 East Lockwood Ave. St. Louis, MO 63119 - 3194 Ã,Â
Section W2:	Dottie Barbeau	(314) 968-7490		
Section W3:	Chris Puttcamp	(314) 968-7490		
<b>Course Objectives:</b>				
<p>This course will enable participants to:</p> <ul style="list-style-type: none"> <li>• Use library resources in identifying current and historical issues in curriculum development. (MoStep 5)</li> <li>• Describe competing values, constraints, and facilitations in curriculum design. (MoStep 4)</li> <li>• Describe and support personal curriculum design theory / framework with research. (MoStep 1, 6)</li> <li>• Create and critique curriculum unit/module that <ul style="list-style-type: none"> <li>◦ organizes content around a meaningful theme - real world problem solving (MoStep 1, 4, 5)</li> <li>◦ articulates clear goals, objectives, and assessment of outcomes (MoStep 2, 7, 8)</li> <li>◦ meets specific state or district mandates (MoStep 10)</li> <li>◦ encourages student inquiry and problem solving at the highest levels of cognition (MoStep 5, 6)</li> <li>◦ incorporates differentiation strategies to meet a variety of learning styles (MoStep 3, 2)</li> <li>◦ includes original work rather than reliance on commercial sources (MoStep 4, 5)</li> </ul> </li> </ul>				

- relies on sound subject matter knowledge (MoStep 1, 2)
- reflects multicultural practices and themes (MoStep 1, 3, 6)
- integrates technology (MoStep 5)
- assesses student learning and effectiveness of the unit. (MoStep 8, 9)

**Textbooks**

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.

**Grading Procedures**

Students in this course will be evaluated on successful and timely completion of the following:

- curriculum unit (term project), (30%)
- article / issues analyses & critiques, (30%)
- small group/ team activities (20%)
- other participation (online discussions; process journals) (20%)

**Topical Overview, Activities, and Readings: (subject to change)**

Note: For specific readings schedule and due dates for activities, projects, discussions and assignments see course Calendar.

1	Introduction to course. Working procedures in online course. Curriculum issues in the news. Eden-Webster Library resources; Electronic databases.
2	What is Curriculum? Factors Affecting Curriculum
3	Considering the Learners; The role of personal values in learning and curriculum
4	Backward Design - Beginning with the end in mind Curriculum examination and evaluation: What makes curriculum valuable?
5	Society's mandates; Show-Me Standards and Curriculum Frameworks; Alignment and contradictions in curriculum agendas; 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

*Updated: Aug 1, 2009*