



## Course Syllabus

**Course Number and Section:**  
EDUC 5460.02

**Credit Hours:**  
3 credit hours

**Site:**  
WGHS

**Course Title:**  
Curriculum Design

**Term:**  
Spring 2003

**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:
  - ❑ analyze curriculum, assessment, and instructional practices that maximize student understanding.
  - ❑ investigate and integrate best practices in curriculum design, including questioning, acceleration, differentiation, real-world problem solving, project-based learning, the use of technology, and assessment strategies. (MoStep 1,3,4,5,8)
  - ❑ develop and evaluate an effective curriculum unit. (MoStep 2,3,4)
3. **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Week 1: Course Overview: What is curriculum?  
Role & function of curriculum in schools  
Establishing curricular priorities

Week 2: How we learn  
Defining backwards design  
Chapter 1: What is Backwards Design?

- 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  
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
- 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  
Chapter 11: Putting it all Together
- Week 11: The role of technology in curriculum  
Individual work time on curriculum units  
Due: Lesson plan sample with required criteria
- Week 12: Integrating community resources in curriculum  
Individual work time on curriculum units
- Week 13: Future perspective:  
Sharpening our focus on designing quality curriculum  
for the 21<sup>st</sup> 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

Supplemental Readings:

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

5. Evaluation:

Students in this course will be evaluated on class participation, (discussions/group projects) and successful completion of the assignments including a curriculum unit, individual and group assignments.

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.