



Course Syllabus

EDUC 5460 Shelley Paul Smith cct21@rockwood.k12.mo.us
COURSE NUMBER AND SECTION **INSTRUCTOR** **E-MAIL ADDRESS**

Curriculum Design **Spring 2004** **3**
COURSE TITLE **TERM** **CREDIT HOURS**

Webster Hall 403
SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course is designed to help practicing teachers design, develop, and evaluate effective curriculum to improve the instructional process and learning experiences for students in the classroom. Each student will develop a curriculum unit that has direct application to his/her particular teaching situation.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Students will:

- a. analyze and implement curriculum, assessment, and instructional practices that maximize student understanding.
- b. investigate and integrate best practices in curriculum design; including questioning, acceleration, differentiation, real-world connections, problem-based learning, and the use of technology and assessment strategies. (MoStep 1,3,4,5,8)
- c. develop and evaluate an effectively designed 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 What is curriculum?
 Jan 13 Role & function of curriculum in schools
 Establishing curricular priorities

Week 2: How we learn
 Jan 20 Defining backwards design
 Text: Chapter 1, What is Backward Design?

Week 3 Backwards Design: Stage 1
 Jan 27 Identifying desired results
 Focusing on the big picture
 Framing essential questions
 Chapter 2: What is a Matter of Understanding?
Due: Current media article about curricular related events/concerns with your reflections & conclusions

Week 4 Feb 3	Purposeful curriculum Overarching/topical understandings Chapter 3: Understanding understanding
Week 5 Feb 10	Evaluating effective curriculum Applying the design filters Analyzing an understanding based curriculum Due: Purpose statement & unit timeline
Week 6 Feb 17	Backwards Design: Stage 2 What is evidence of understanding? Determining acceptable evidence Chapter 5: Thinking Like an Assessor
Week 7 Feb 23	Exploring assessment options Transforming understanding into performance Developing final products & performances
Week 8 Mar 2	Differentiating instruction Due: Assessment rubric for your unit Article about one method of differentiation
Mar 9:	No class
Week 9 Mar 16	Methods of Differentiation: Due: Small groups peer teach class
Week 10 Mar 23	Creating curriculum that is engaging & effective Writing effective learning objectives
Week 11 Mar 30:	The role of technology in curriculum Field trip or alternate assignment
Week 12 Apr 6:	Creating meaningful “performances of understanding” What is engaging & effective? Due: Sample lesson plan that meets unit criteria
Week 13 Apr 13:	Reflecting on and improving curriculum Evaluating curriculum: self assessment Individual work time
Week 14 Apr 20	Application of course concepts in the classroom Future perspective: The role of curriculum in the 21 st century
Week 15 Apr 27:	Student presentations
Week 16 May 4:	Student presentations Curriculum units due

4. Resources:

Text used: Understanding by Design, by Grant Wiggins and Jay McTighe

Supplemental Readings: Articles from contemporary education journals, curriculum materials from schools and districts, Internet resources, community publications

5. Evaluation:

Grades will be determined by:

1. Attendance

2. Participation in classroom discussions and activities
3. A complete curriculum unit
4. Class presentations

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.

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.