



Course Syllabus

<b>COURSE NUMBER:</b> <b>COMM 5460.01</b>	<b>COURSE TITLE: Curriculum Design</b>	<b>TERM:</b> <b>Spring 2006</b>
<b>SITE: WEBG</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Paul Steinmann 968 7494</b> <b>steinmpe@webster.edu</b>	<b>CREDIT HOURS: 3</b>

**1. COURSE DESCRIPTION: COMM 5460, Curriculum Design, is required for Communication Arts M.A.T. degree-seeking students. The course is designed to help practicing teachers design, develop and evaluate effective curriculum to improve the instructional process and learning experiences. Topics included are historical factors in society that influence curriculum, research regarding learning, models of curriculum design, methods of evaluation, and incorporating ethnic and cultural diversity into the curriculum planning process. Each student develops a curriculum unit or qualitative research project that has direct application to a particular teaching situation.**

**2. LEARNING OUTCOMES:**

- \* use library and internet resources to enhance instruction
- understand competing values and constraints when implementing new educational practices
- know the methodology used in action research and apply the model to a classroom situation
- analyze curriculum research and best practices related to
  - ◆ Mission statements
  - ◆ MO-Step standards
  - ◆ Content
  - ◆ Cooperative learning
  - ◆ Assessment
  - ◆ Technology
  - ◆ Community resources
  - ◆ Authentic learning

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> <li>o organizes content around a meaningful theme - real world problem solving</li> <li>o articulates clear goals, objectives, and assessment of outcomes</li> <li>o meets specific state or district mandates</li> <li>o encourages student inquiry and problem solving at the highest levels of cognition</li> <li>o incorporates differentiation strategies to meet a variety of learning styles</li> <li>o includes original work rather than reliance on commercial sources</li> <li>o relies on sound subject matter knowledge</li> <li>o reflects multicultural practices and themes</li> <li>o integrates technology</li> <li>o assesses student learning and effectiveness of the unit.</li> </ul>	<p style="color: red;">Refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.</p> <p style="color: red;">Promote creative thought and expression in schools and communities.</p> <p style="color: red;">Appreciate the need for diversity in life and in the school curriculum.</p>	<p>(MO-Step 1, 4, 5)</p> <p>(MO-Step 2, 7, 8)</p> <p>(MO-Step 10)</p> <p>(MO-Step 5, 6)</p> <p>(MO-Step 2, 3)</p> <p>(MO-Step 4, 5)</p> <p>(MO-Step 1, 2)</p> <p>(MO-Step 1, 3, 6)</p> <p>(MO-Step 5)</p> <p>(MO-Step 8, 9)</p>

## Scheduled Topics

**1 Introduction to course. Transformative Curriculum, issues in the news. Eden-Webster Library resources, Memorable classroom moments, Quality Schools; 2 What is Curriculum? Factors Affecting Curriculum 3 Considering the Learners; The role of personal values in learning and curriculum 4 Impact of Desegregation on the Curriculum movement in St. Louis, 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; 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 10 Assessment - Evaluating learning experiences; Scoring guides & Rubrics**

**Schedule of required readings and text assignments is handed out the first night of class.**

### **3. RESOURCES:**

Marshall, J., Sears, J., Schubert, W., *Turning Points in Curriculum*, Prentice Hall, 2000  
Supplemental Handouts  
Video/DVD

### **4. EVALUATION**

- **completion of all textbook assignments**
- **completion of action research project**
- **curriculum unit (term project)**
- **article / issues analyses & critiques,**
- **small group/ team activities**

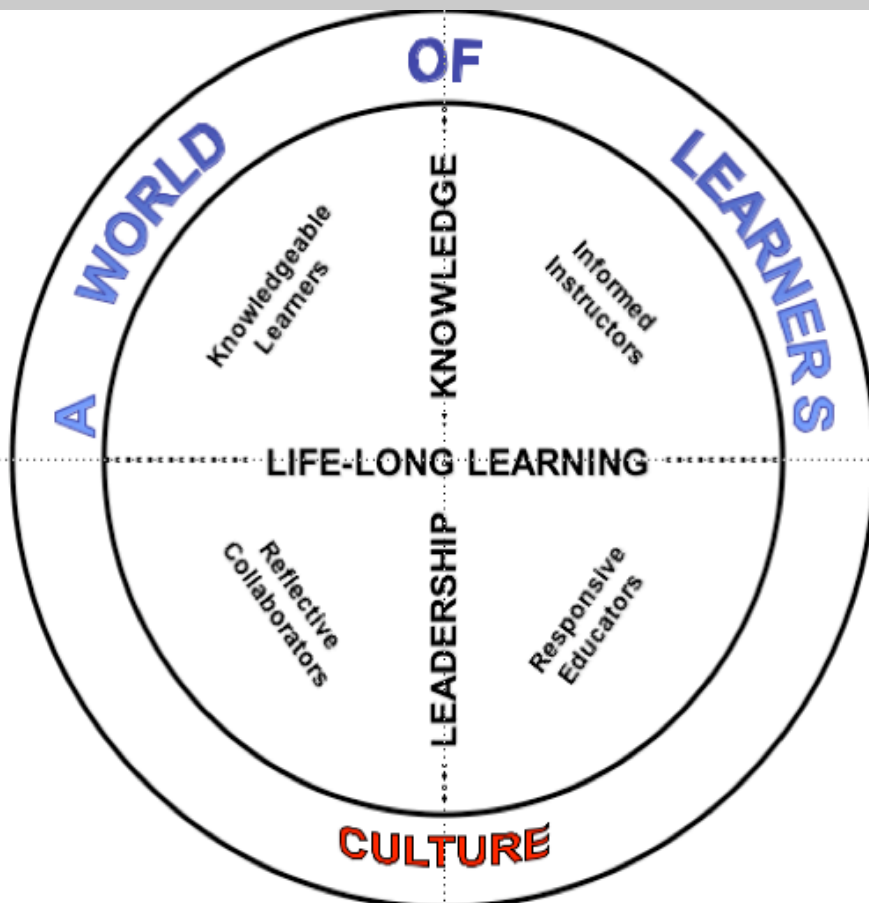
**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

**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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).