



## Course Syllabus

<b>COURSE NUMBER:</b> EDUC 5460 02	<b>COURSE TITLE:</b> Curriculum Design	<b>TERM:</b> Spring 2006
<b>SITE:</b> Webster High School Room 356 Tuesdays, 5:15 PM	<b>INSTRUCTOR CONTACT INFORMATION:</b> Christine Nobbe, EdS <a href="mailto:nobbechristine@rockwood.k12.mo.us">nobbechristine@rockwood.k12.mo.us</a> cell – 314-323-0053	<b>CREDIT HOURS:</b> 3

**COURSE DESCRIPTION:** This course is designed to help practicing teachers, and professionals in related fields, reflect upon the relationship between curriculum and understanding. Students will evaluate factors which impact the design and delivery of effective curriculum in order to improve the instructional process, the learning experiences, and ultimately the depth of student *understanding* in the classroom. Students will investigate and apply the principles of “Backwards Design” (Wiggins & McTighe) to develop a curriculum unit that has direct application to his/her particular teaching/work situation.

### LEARNING OUTCOMES:

#### What should students know?

- General strategies for designing curriculum.
- The essential components of a curriculum unit that reflects the “backwards design” philosophy.
- A variety of methods for measuring comprehension.
- A variety of methods for differentiating instruction.

#### What should students understand?

- Factors that impact the design & delivery of effective curriculum.
- The relationship between curriculum design and students’ understanding.
- The rationale for the “backwards design” of curriculum.
- The importance of determining and defining the “Big Ideas” in curriculum units.
- The role of the teacher in designing, implementing, and evaluating curriculum.
- The relationship between standards and curriculum design.
- The importance of coherency among curriculum, instruction, and assessment.
- The relationship between the classroom environment and the curriculum.

#### What should students be able to do?

- Design a curriculum unit that reflects comprehension of the “backwards design” process and effectively applies concepts learned in class.
- Critique and articulate the relative merits of a variety of curriculum examples.
- Identify & justify what content & skills are “worth knowing” in a variety of curriculum settings.
- Determine & articulate essential questions that drive curriculum.
- Determine real world connections that will engage students in meaningful learning experiences and result in the intended understanding.
- Create scoring guides that accurately measure student comprehension of concepts and skills.
- Write measurable learning objectives.

- ❑ Differentiate instruction to meet students' needs, interests, and abilities.
- ❑ Design and present a lesson that provides evidence of an effectively designed learning experience.
- ❑ Identify, and integrate into curriculum units, a variety of resources that will meaningfully support learning experiences.

**Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

<b>Week 1</b> Jan. 17	What is curriculum? Role & function of curriculum in schools Read Introduction and chapter 1 in text
<b>Week 2:</b> Jan. 24	How we learn Defining backwards design Examining curriculum in the media Read chapters 2 and 3
<b>Week 3</b> Jan. 31	Backwards Design: Stage 1 Identifying desired results Focusing on the big picture Framing essential questions Read chapters 5 and 6 <b>Due: Current media article about curricular related events/concerns with your reflections and conclusions; see rubric</b>
<b>Week 4</b>	<b>Alternate Assignment (Feb. 7)</b>
<b>Week 5</b> Feb. 14 ☺	Purposeful curriculum Overarching/topical understandings Read chapter 7
<b>Week 6</b> Feb. 21	Evaluating effective curriculum Applying the design filter Analyzing an understanding based curriculum Read chapter 8 <b>Due: Stage 1 – Identify Desired Results</b>
<b>Week 7</b> Feb. 28	Backwards Design: Stage 2 What is evidence of understanding? Determining acceptable evidence Read chapters 9 and 10
<b>Week 8</b> Mar. 7	Exploring assessment options Transforming understanding into performance Developing final products & performances Read chapters 11
<b>March 14</b>	<b>No Class Spring Break</b>
<b>Week 9</b> Mar. 21	Differentiating instruction <b>Due: Stage 2 – Determine Acceptable Evidence</b> <b>Article/supplemental information about selected method of differentiation</b> Read chapter 12

<b>Week 10</b> Mar. 28	Methods of Differentiation: <b>Due: Group Presentations of Differentiation Strategies</b>
<b>Week 11</b> April 4	Creating curriculum that is engaging & effective Writing effective learning objectives Read Chapter 13
<b>Week 12</b> April 11	Creating meaningful “performances of understanding” What is engaging & effective? <b>Due: Learning Plan</b>
<b>Week 13</b> April 18	Reflecting on and improving curriculum Evaluating curriculum: self assessment Individual work time
<b>Week 14</b> April 25	Application of course concepts in the classroom Future perspective: The role of curriculum in the 21 <sup>st</sup> century
<b>Week 15</b>	<b>Student presentations/</b> Peer evaluation (May 2)
<b>Week 16</b> May 9	<b>Student presentations/</b> Peer evaluation <b>Curriculum units due</b>

## RESOURCES:

**Text used:** *Understanding by Design*, by Grant Wiggins and Jay McTighe **Bring this book to class!**  
*Understanding by Design Professional Development Workbook* by Grant Wiggins and Jay McTighe

**Supplemental Readings:** Articles from contemporary education journals, curriculum materials from schools and districts, Internet resources, community publications (**SOME OF THESE WILL BE SUPPLIED BY PARTICIPANTS**)

## 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
Reflection on current literature related to curriculum design	Refer to previous chart of what “Students should know, understand & be able to do”	5% 5 points
Stage 1 – Identify Desired Results	See the Curriculum Design Final Unit Scoring Guide following this section	Part of Curriculum Unit
Stage 2 – Determine Acceptable Evidence		Part of Curriculum Unit
Peer teaching presentation of differentiation strategy		20% 20 points
Stage 3 – Learning Plan		Part of Curriculum Unit
Student Presentation – Overview of unit and sample lesson	Refer to previous chart of what “Students should know, understand & be able to do”	5% 5 points
Class Participation		20% 20 points
Curriculum Unit reflecting application of course concepts	See the Curriculum Design Final Unit Scoring Guide	50% 50 points

**GRADING SCALE:** There is a scoring guide for each graded assignment.

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA E-MAIL or 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.

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

### **ACCESSIBILITY/ACCOMODATIONS POLICY:**

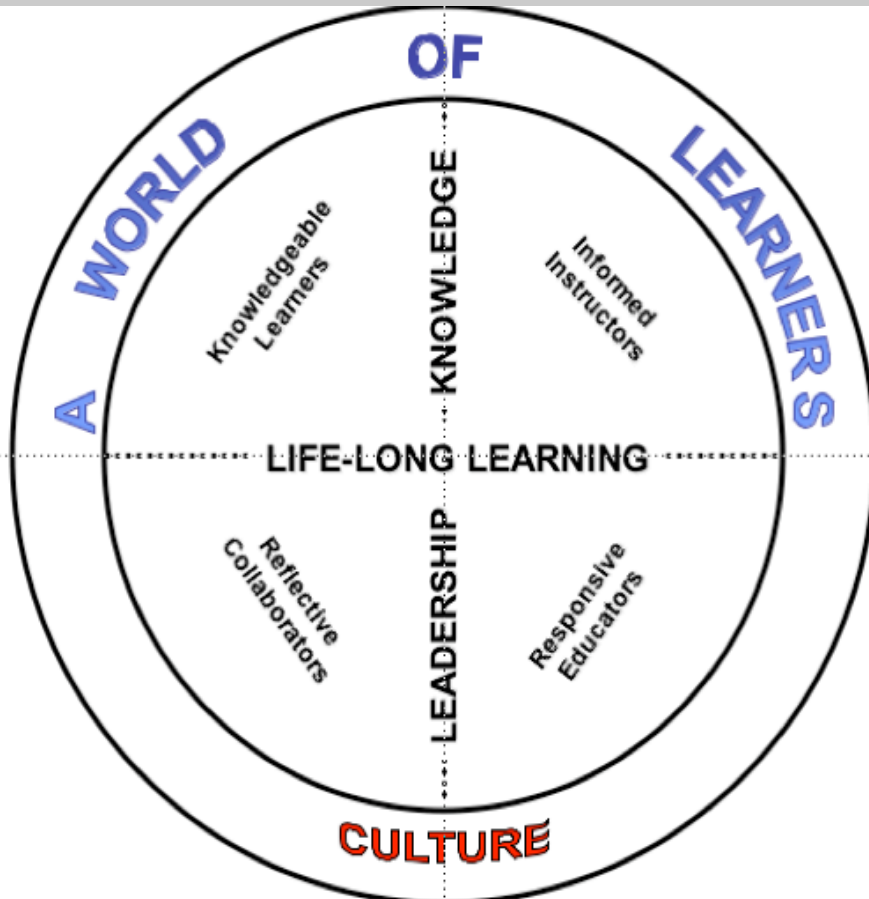
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

## **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).