

**Webster University  
School of Education**

Course Syllabus

EDUC 5460.15

Course Number and Section

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Curriculum Design

Course Title

Summer

Term

Three

Credit Hours

River Heritage-St. Vincent's School, Perryville

Site

- 1. Course Description:** Curriculum Design is based on the following purposes:
  - To Explore** common curriculum, assessment, and instruction practices that may interfere with the cultivation of student understanding.
  - To Examine** a backward design process for curriculum and consider its value in helping to avoid common inadequacies in curriculum and assessment planning.
  - To Present** a theory of the six facets of understanding and explore its theoretical and practical implications for curriculum, assessment and teaching.
  - To Propose** an approach to curriculum and instruction designed to engage students in inquiry, promote “uncoverage,” and make the understanding of big ideas more likely.
  - To Examine** a continuum of methods for appropriately assessing the degrees of student understanding.
  - To Consider** the role that predictable student misunderstanding should play in the design of curricula, assessment, and instruction.
  - To Offer** a template to assist in designing curricula and assessments that focus on student understanding.
  - To Propose** a set of design standards for achieving quality control in curriculum and assessment design.
- 2: Learning Outcomes:** Master teachers involved with this course will demonstrate Excellence in designing curriculum for students at elementary, middle, and high school levels. They will, in this process, establish and articulate sophisticated professional responses to fundamental, essential curriculum questions:
  1. What should my students learn to demonstrate achievement?
  2. How will my students best learn it?
  3. How can I best design and implement curriculum to ensure student learning?
  4. How can I best assess student learning and evaluate curriculum effectiveness?
  5. What is the importance of “Big Ideas” and Essential Questions” in organizing instruction?
  6. How do the Missouri Show-Me Standards reflect Bloom’s Taxonomy in the acquisition of higher-order thinking skills?

7. What are the eight (8) Fancy Thinking Skills and how do these enable the professional teacher to design and redesign lessons to achieve a standards-based classroom?
8. How can the teacher rewrite the Show-Me Standards in the context of her/his lessons?
9. How can the teacher create performance tasks using the Missouri Show-Me standards?
10. How can the teacher design interdisciplinary/thematic lessons using the Show-Me Standards?
11. How can curriculum be structured to promote student uncoverage rather than teacher coverage?
12. How can the teacher create effective acquisition lessons and units that integrate various teaching strategies?

### **3: Schedule of class sessions:**

- Session 1: Introduction and presentation of syllabus  
Presentation and explanation of rubric for unit construction and Assessment  
Program titled Designing Standards-Based Classrooms  
Assignment of readings with focus questions for next session
- Session 2: Group presentations on readings  
Identification by students of unit themes, unit essential question(s), lesson titles, and lesson essential questions (newsprint work).
- Session 3: Chapters 1, 2, 3 and 4 of text with focus questions assigned  
Part 1 of Taxonomy presentation and Missouri Show-Me Standards
- Session 4: Student presentations (of main ideas) of chapters 1 – 4 in text  
Part 2 of Taxonomy presentation and student work with the Missouri Show-Me Standards  
Reflection and discussion of Show-Me Process and Content standards  
Chapters 5, 6, 7, and 8 of text with focus questions assigned
- Session 5: Student presentation (of main ideas) of chapters 5 – 8 in text  
Part 3 of Taxonomy presentation and student work with the Missouri Show-Me Standards  
Student identification of unit themes and development of units
- Session 6: Introduction to and work with Missouri's Curriculum Frameworks  
Student work with Curriculum Units being developed  
Curriculum simulation using the Show-Me Standards

- Session 7: Video classroom demonstrations using the Show-Me Standards  
 The eight (8) Fancy Thinking Skills Workshop  
 Student assignment of performance tasks for group work with task  
 Analysis using the eight Fancy Thinking Skills
- Session 8: Student presentation of individual task analysis using the eight Fancy  
 Thinking Skills.  
 Presentation and discussion of assessment lists (rubrics) as models for  
 units students are preparing  
 Small group meetings regarding status of required curriculum unit  
 Student required units due two weeks after session 8.

- 4. Resources:** A textbook is not required for this course.  
 Students are supplied with supplemental readings titled “Understanding  
 By Design” part 1 and 2 which contain 8 chapters.  
 Students are supplied with journal articles for research regarding  
 strategies and methods  
 Video teaching demonstrations are employed to heighten students’  
 skills in using the standards.

- 5. Evaluation:** Students will be evaluated as follows:

Student attendance and participation	25%
Weekly reading and writing assignments	25%
Curriculum unit containing required number of lessons and completed in accordance with requirements of the course assessment list	50%

This syllabus is subject to change at the discretion of the instructor