

Webster University
Curriculum Design
SOCS 5460.10
Instructor: William S. Emrick

Course Syllabus

- I: 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 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 with 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.

II: 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**?
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 his/her 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 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?

III: Learning Outcomes: Students participating in this course will meet certain goals/standards. They will:

- a. identify and write unit themes based on enduring concepts.
- b. use a critical thinking process to identify what students should know and be able to do as a result of instructional sequences.
- c. create essential questions which frame and focus lesson design based on standards.
- d. compose lessons, which are focused and coherent, based on essential questions.
- e. Write teacher objectives which serve as benchmarks for the teacher-designer to develop assessment criteria to lead students through instructional lessons.

Missouri Show-Me Standards addressed through these outcomes are:

Goal 1: Standards 1(discussion and brainstorming); 2 (student research into curriculum methodologies); 3 (student investigation); 5 (student comprehension of information relevant to curriculum theories); 6 & 8 (discovery and explanation of relationships among factors affecting curriculum design).

Goal 2: Standards 1 & 2 (planning, revising and making curriculum presentations); 3 (engaging in discussion within the class); 4 (reaching conclusions and insights).

Goal 3: Standards 1, 2 & 3 (identify and define problems within curriculums through research and reflection); 4 & 7 (evaluate strategies and solutions to problems); 5 (demonstrate understanding of curriculum theory by development of a curriculum unit).

Goal 4: Standards 1 (explain theory and interpretations they have); 5 (develop a plan for curriculum design); 6 (work cooperatively within curriculum design groupings); 8 (relate curriculum theory to real world learning experiences).

CONTENT STANDARDS ARE ASSESSED ACCORDING TO THE PARTICIPANT'S CHOSEN SUBJECT MATTER AREA FOR CURRICULUM DESIGN. COMMUNICATION ARTS STANDARDS ARE PRESENT IN ALL STUDENT DESIGN PRODUCTS.

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

Session 1: Introduction and presentation of syllabus

Presentation and explanation of template for unit construction

Presentation and explanation of rubric for unit assessment
Presentation of program on designing standards-based classrooms
Assignment of first reading with focus questions for session 2

- Session 2:** Group presentation on first reading (“big ideas”)
Administration of Teaching Style Inventory
Administration of Teaching Preferences Inventory
“Becoming An Effective Educator” reading and inventory
Philosophy assignment due at next session
Presentation of teaching strategies
- Session 3:** Collection and review of student teaching philosophies
Assignment of second reading with questions for focus
Presentation of teaching strategies and simulations
Workshop presentation using Bloom’s Taxonomy and the Missouri Show-Me Standards
- Session 4:** Reflection and discussion of Missouri Show-Me Standards
Group presentation on second reading
Video demonstrations and student review of teachers using the Show-Me Standards
Assignment of third reading
- Session 5:** Group presentation of third reading
Presentation of teaching strategies and simulations
Introduction to themes and essential questions for unit project
Introduction to Missouri curriculum frameworks
Assignment of fourth reading
- Session 6:** Group presentation of fourth reading
Presentation of teaching strategies and simulations
Thematic, interdisciplinary curriculum presentation and discussion
Eight (8) Fancy Thinking Skills workshop
Assignment of fourth reading
- Session 7:** Fancy Thinking Skills workshop continued. Student design of performance tasks using the 8 skills.
Performance tasks due at next session
- Session 8:** Student presentations of performance tasks using the eight Fancy Thinking Skills
Presentation and discussion of assessment lists (rubrics) as models for each student’s unit

Small group meeting regarding status of required unit.
Completed unit due one week after this session.

V: A formal textbook is not used for this course. Students will receive supplemental readings at each session which will be reviewed and analyzed for concepts and submitted to the instructor.

Videos with prepared organizers will be used throughout the course

VI: Students will be evaluated as follows:

Student attendance and class participation	25%
Weekly readings and writing assignments	25%
Required curriculum unit completed in accordance with the assessment list presented at the first two sessions	<u>50%</u>
	100%

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