Andrews University
Department of Teaching, Learning, & Curriculum
EDCI650: Curriculum Design
3 credits

Spring Semester 2004
Note: All times listed are in the Eastern Time Zone of the United States of America

Professor: *Larry D. Burton,* Ph.D.

Office Hours: By appointment

Office: Bell Hall, Room 211

Telephone: 269.471.6674
800.471.6210 (Select Option 1 and ask for extension 6674. Works during business hours)

Class Time: Online – Flexible
Face-to-Face Meetings – Arranged
Live Online Meetings (if scheduled by the Professor) – Thursdays 6:30-7:20p

Class Location: Online at –
http://www.webct.andrews.edu

Additional face-to-face, Internet, and/or telephone meetings calls may be scheduled by request of the student or professor

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Required Textbooks:

Wiggins, Grant and Jay McTighe. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, Lorin W. and David R. Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing.* New York: Longman.

Required Core Program Books (Books Used Repeatedly Throughout the C&I Program)

The Holy Bible (a version of your choice)

Flinders, David J. and Stephen J. Thornton (Eds.). (1997). *The Curriculum Studies Reader,* New York: Routledge.

Wiles, Jon. (1999). *Curriculum Essentials, A Resource for Educators,* New York: Allyn and Bacon.

White, Ellen G. (1952). *Education,* Mountain View, California: Pacific Press Publishing Association.

Required Technology Tools:

Multimedia computer (can be in a computer lab)

MS Word & PowerPoint Software (can be in a computer lab)

Dictation quality microphone (available at computer stores for ~$15)

Course Description:

Official course description from the 2003-2004 Andrews University Bulletin:
Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels.

Proposed course description for the 2004-2005 Andrews University Bulletin:
Students investigate common curricular designs for K-12 schools, higher education and adult learning environments. Students select or create a design model and use it to guide their development of an original curriculum product.

Prerequisites:
EDCI547 Foundations of Curriculum Development *or* consent of the instructor
A working knowledge of curriculum processes, materials, terms, and ideas

Course Purpose
The purpose of EDCI650 is to present an overview of common curricula designs used in K-12 schools, higher education, and adult-learning environments. Students evaluate these design models on the basis of their personally held philosophies of education. Students explore the Understanding by Design (UBD) curriculum development model. Students select one design model to guide their development of a short curriculum product using the UBD process.

The course consists of three major modules:
1. Investigating curriculum design models. Students develop a common vocabulary to discuss and evaluate selected design models
2. Investigating the Understanding by Design (UBD) curriculum development model. Students develop both declarative and procedural knowledge relative to UBD
3. Designing and developing a curriculum product. Students work individually or in teams to design and develop original units of study using the UBD process

Course Outcomes:
Each student will be able to do each of the following:

1) Distinguish between selected curriculum design models.
2) Evaluate curriculum design models using personally held philosophies of education.
3) Master the vocabulary, concepts, processes, and tasks involved in the UBD model of curriculum development.
4) Describe the current practice of curriculum development within the Seventh-day Adventist educational system.
5) Compare and contrast various curriculum development models.
6) Refine the skills of reflective practice used by curriculum developers.
7) Design and develop a classroom-ready curriculum.

Course Requirements:
1) Complete all required readings (assigned articles and texts).
2) Respond to the professor's prompts on the class bulletin board discussion area (asynchronous discussions).
3) Reply to your fellow students' posts on the class bulletin board discussion area (asynchronous discussions).

4) Participate in scheduled chat sessions (live discussions) *or* face-to-face meetings.
5) Complete required individual activities.
6) Complete required cooperative activities.
7) Complete required examinations (one on curriculum design, one on the UBD process, and one "comprehensive-exam preparation" essay).
8) Propose and complete a curriculum product related to your focus area.
9) Make a formal presentation of a complete draft of your project at the TLC Mini-conference on April 20, 2003. This conference is sponsored by the Department of Teaching, Learning, and Curriculum. (Virtual presentations are possible for students at a distance.) One of the purposes of these presentations is to give you feedback for making final revisions of your project.

Online Pedagogy:
Online teaching methods used in this class include the following:
    Cooperative learning
    Discussion
        Synchronous (live) via scheduled chat sessions
        Asynchronous via bulletin board
    Graphic organizers
    Guest lecturers (as possibilities arise)
    Invention (project-based learning)
    Lecture (via PowerPoint presentations with audio *or* via video format)
    Readings
    Student presentations

Typical weekly cycle of activities and deadlines
(Consult Grand Central Station on the course Website for due dates for specific tasks)**:**

Days of the week	Activities/deadlines
Friday	New assignments & resources posted to the class website
Friday through the "following Friday"	Work on assigned tasks Respond to bulletin board prompts re: required readings Read and respond to classmates' postings from the previous week
Thursday	Live chat sessions (if scheduled)
Sundown of the "following Friday"	Deadline to submit all assignments with this due date

Evaluation:

Your grade will be based on completing the following tasks (listed alphabetically). Percentage weights for each category are listed.

Class participation-- 10%
Responding to discussion prompts,
Reading and responding to peers postings,
Participating in required chat sessions

Cooperative tasks---5%
Project Development partners (Module 1)
UBD Glossary (Module 2)
Project Development Partners (Module 3)

Curriculum Project-- 25%
Proposal
Checkpoints (Status of the Class)
Final Project

Definitional Investigation -- 20%
Topic
Checkpoints
Presentation

Examinations -- 20%
Curriculum Design
UBD
Final (Comprehensive-exam Preparation)

Graphic Organizers---5%
KWL
Venn
Data Gathering Grid

Personal Introduction---5%

Personal Philosophy Statement---5%

Presentation for TLC Conference---5%

Readings
Assessed via discussion, examinations, and other assignments

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Total--- 100%

Grading Scale:

A	= 94%		B+	= 88%		B	= 85%
A-	= 91%					B-	= 81%

Knowledge Base for EDCI650 Curriculum Design

Adler, M. (1984). *The paideia program: An educational syllabus*. New York: Macmillan.

Adler, M. (1998). *The paideia proposal: An educational syllabus*. New York: Touchstone Books.

Allan, D. D. & Persme, M. L. (1995). *Developing thematic units*. New York: Delmar.

Anderson, L. W. & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing.* New York: Longman.

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Banks, J. A. & Banks, C. A. (Eds.). (2002). *Multicultural education: Issues and perspectives*. Hoboken, NJ: John Wiley & Sons.

Beane, J. A. (Ed.) (1995). *Toward a coherent curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Benjamin, H. (1939). *The saber tooth curriculum*. New York: McGraw-Hill.

Bible, The Holy. Various versions.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing*, New York: Basic Books.

Bloom, B. S. (1976). *Human characteristics and school learning.* New York: McGraw-Hill.

Bosting, J. J. (1992). *Schools of quality: An introduction to total quality management in education*. Alexandria, VA: Association for Supervision and Curriculum Development.

Brooks, J. G. & Martin, G. (1993). *The case for constructivist classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

Campbell, B. (1994). *The multiple intelligences handbook*. Standwood, WA: Campbell & Associates.

Caine, R. N. (1991). *Making connections: Teaching and the human brain.* Alexandria, VA: Association for Supervision and Curriculum Development.

Caine, R. N. & Caine, G. (1997). *Education on the edge of possibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Campbell, L. & Campbell, B. (1999). *Multiple intelligences and student achievement: Success stories from six schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Carr, J. F. & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Chapman, C. & Freeman, L. (1996). *Multiple intelligences centers and projects*. Arlington Heights, IL: IRI Skylight.

Collings, E., (ed.). (1923). *An experiment with a project curriculum*. New York: MacMillan.

Davis, M.H. & Harden, R.M. (1999). Problem-based learning: A practical guide. *Medical Teacher*, *21*(2), 130-140.

Dewey, J. (1915). *Schools of tomorrow*. New York: E. P. Dutton & Company.

Erickson, L. (1998). *Concept-based curriculum and instruction: Teaching beyond the facts.* Thousand Oaks, CA: Corwin Press.

Flinders, D. J. & Thornton, S. J. (Eds.). (1997). *The curriculum studies reader,* New York: Routledge.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: BasicBooks.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: BasicBooks.

Glasser, W. (1975). *Schools without failure*. New York: HarperCollins.

Glatthorn, A. A. (1994). *Developing quality curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Glazer, N. (1994). A new word for an old problem: Multicultural "school wars" date to the 1840s, *Multicultural Education*, *1*(5), 6-9.

Goodlad, J. I. (1984). *A place called school.* New York: McGraw-Hill.

Harmin, M. (1994). *Inspiring active learning*. Alexandria, VA: Association for Supervision and Curriculum Development

Healy, J. M. (1990). *Endangered minds: Why children don't think and what we can do about it*. New York: Touchstone.

Hutchins, R. M. (1936). *The higher learning in America*. New Haven, CT: Yale University Press.

Jacobs, H. H. (1989). *Interdisciplinary curriculum: Design and implementation.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kagan, S. & Kagan, M. (1998). *Multiple intelligences: The complete MI book.* San Clemente, CA: Kagan Cooperative Learning.

Kagan, S. (1997). *Cooperative Learning.* San Juan Capistrano, CA: Kagan Cooperative Learning.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Klein, M. F. (2003). Alternative curriculum conceptions and designs. In A. C. Ornstein, L. S. Behar-Horenstein, & E. F. Pajak (Eds.), *Contemporary issues in curriculum,* (3rd ed.) (pp. 20-25), Boston: Allyn and Bacon.

Lazear, D. (1991). *Seven Ways of Knowing. Palatine*, IL: IRI/Skylight Publishing Inc.

Levy, S. (1996). *Starting from scratch*. Portsmouth, NH: Heinemann.

Martusewicz, R. A. & Reynolds, W. M. (Eds.). (1994). *Inside Out*. New York: St. Martins Press.

Marzano, R. J. & Kendall, J. S. (1996). *A comprehensive guide to designing standards-based districts, schools, and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Miller, J. P. & Sellers, W. (1985). *Curriculum: Perspectives and practices*. New York: Longman.

Modrak, N., ed. (1994). *The governance of curriculum.* Alexandria, VA: Association for Supervision and Curriculum Development.

Noll, J. W., ed. (1985). *Taking sides: Clashing views on controversial educational issues, 12th edition*. New York: McGraw-Hill/Buskin.

Policy Review. (1996). A classical curriculum. *Policy Review*, 80, p60.

Posner, G. J. (1993). *Field experience: A guide to reflective teaching*. White Plains, NY: Longman.

Posner, G. J. & Rudnitsky, A. N. (2001). *Course design: A guide to curriculum development for teachers* (6th ed.). New York: Addison Wesley Longman.

Sleeter, C. E. & Grant, C. A. (1991). Race, class, gender, and disability in current textbooks. In *Politics of the textbook*, Apple, M. W and Christian-Smith, L. K. (Eds.). New York: Routledge.

Stark, Joan S. (1997). *Shaping the college curriculum*. Needham Heights, MA: Allyn & Bacon.Siegel,

Stiggins, R.J. (1997). *Student-centered classroom assessment.* Upper Saddle River, NJ: Prentice-Hall.

Summer, D., ed. (1994). *Creating inclusive classrooms: Education for all children*. Peterborough, NH: Society for Developmental Education.

Tanner, D. & Tanner, L. (1990). *History of the school curriculum*. New York: Macmillan.

Tucker, B., & Hafenstein, N. L. (1997). An integrated-thematic curriculum for gifted learners. *Roeper Review*, *19*(4), 196-199.

Villa, R. A. & Thousand, J.S. (Ed.). (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

White, E. G. (1952). *Education*. Boise, Idaho: Pacific Press Publishing Association.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve performance.* San Francisco: Jossey-Bass.

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiles, J. & Bondi, J. (2002). *Curriculum development: A guide to practice 6th Edition.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Wiles, J. (1999). *Curriculum essentials: A resource for educators,* New York: Allyn and Bacon

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*.
    Alexandria, VA: Association for Supervision and Curriculum Development.