COURSE SYLLABUS

COURSE TITLE: Curriculum Development and Learning
COURSE NUMBER: EDAD 601
CREDIT HOURS: 3
INSTRUCTOR: Dr. Vinicio H. Reyes
TRIMESTER: Spring-Summer 1997

Catalog Description:
Analyzes the basic determinants of curriculum and factors influencing design, current trends, and school reforms. Emphasizes theories and methods of learning as they relate to sociological and cultural factors of all children including minority children from diverse social and ethnic backgrounds. Special education programs are included. Outlines methods for evaluating the effectiveness of curricula and programs.

Required Text & Materials:
Handout Packet on Multicultural Factors and Learning.

Instructional Objectives:
Upon completion of the course, the student should be able to:

1. interpret the critical principles of curriculum development including: models of curriculum design, philosophical and historical factors related to curriculum, sociological and psychological factors related to curriculum, cultural factors and design concerns.

2. appraise a curriculum document in terms of curriculum development principles.

3. develop a curriculum project at the appropriate level of interest.
Curriculum Development and Learning

Additional Information:

1. There will NOT be any carry-over work or incompletes for this course.
2. Class attendance is a requirement.
3. The evaluation report and the curriculum project must be typed and must be organized and coherent.
4. Instruction will take several modalities including reading, lecture, student presentations, discussions, videotapes, simulations and practice activities.
5. Dr. Reyes' office hours:

   Monday  3:30-4:30 & 7:30-8:00
   Tuesday 3:30-4:30 & 7:30-8:00
   Thursday 3:30-4:30

Office Phone: (708) 534-4381
Office #: D 34043
## TENTATIVE OUTLINE

<table>
<thead>
<tr>
<th>Class</th>
<th>Obj.</th>
<th>Topic &amp; Learning Activities</th>
<th>Assign.</th>
<th>Eval.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1-3</td>
<td>Explanation of syllabus</td>
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<td></td>
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<td>Definition of curriculum</td>
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<td>A Model of Curriculum Develop</td>
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<td>Handout</td>
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<tr>
<td>2</td>
<td>1-3</td>
<td>Philosophy of education</td>
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<td></td>
<td></td>
<td>Developing a school or district philosophy</td>
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<td>A-D</td>
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<td>3</td>
<td>1-3</td>
<td>What educational purposes and objectives should the school seek to attain?</td>
<td>T1</td>
<td>A-D</td>
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<td></td>
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<td>Needs assessment</td>
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<td>Group discussion</td>
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<td>4</td>
<td>1-3</td>
<td><strong>quiz 1</strong>(T1 content)</td>
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<td>Other Models of Curriculum Development</td>
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<td>Handout</td>
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<td>5</td>
<td>1-3</td>
<td>How can content &amp; learning experiences be selected?</td>
<td>T2</td>
<td>A-D</td>
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<td>Group Discussion</td>
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<td>5</td>
<td>1-3</td>
<td>How can learning experiences be organized for effective learning?</td>
<td>T3</td>
<td>A-D</td>
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<td>Group discussion</td>
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<td>Professional decision making in teaching</td>
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<td>7</td>
<td>1-3</td>
<td>Planning the evaluation report and curriculum project</td>
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<td>Individual conferences regarding evaluation report &amp; curriculum project.</td>
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<td>8</td>
<td>1-3</td>
<td>How can the effectiveness of learning experiences be evaluated?</td>
<td>T4</td>
<td>A-D</td>
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<td>Group discussion</td>
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<td>Increasing motivation</td>
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<td>9</td>
<td>1</td>
<td>MIDTERM EXAM (all to date)</td>
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<td>A</td>
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<td>10</td>
<td>1-3</td>
<td>Deciding on levels of instruction: Handout</td>
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<td>B-D</td>
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<td>Six levels of Bloom’s Cognitive Taxonomy</td>
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<td>Extending students’ thinking Practice in class</td>
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A Guide to Culture in Education  
Group discussion  

Submit Evaluation Report

Cultural Awareness and Sensitivity PI  
in School Situations  
Quiz 2 (Class 10 and 11 content)

The Multicultural Curriculum  
Developing a conceptual  
multicultural curriculum  
Selected readings in cultural  
pluralism in education

Student Learning Behavior  
Learning Styles and Modality Strengths  
Group discussion  
Teaching to Both Halves of the Brain  

SUBMIT CURRICULUM PROJECT

Evaluation:

A. Successful completion of MIDTERM EXAM consisting of essay and objective questions from required readings, lectures, class discussions, and applications (all to date).  

B. Submit a typed EVALUATION REPORT of a written curriculum and/or a program.  

C. Submit a CULMINATING CURRICULUM PROJECT  

D. Ongoing active participation class by:  
-participating in class group discussions  
-quiz 1 & 2  
-practicing and applying learned skills and concepts.

Letter Grade Criteria

Possible points for each evaluation assignment is 100.

A = Superior (90-100)  
B = Above Average (80-89)  
C = Average (70-79)  
D = Below Average (60-69)  
F = Unsatisfactory (59 or below)
Curriculum Development and Learning

Recommended Additional Resources


