

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION
COURSE SYLLABUS

Course Title: CURRICULUM DEVELOPMENT
 Course Number: EDUC 825
 Credit Hours: 3
 Instructor: W.P. McLemore
 Trimester: Spring/Summer 1993
 Tuesday & Thursday 12:30 to 3:20 p.m.

Catalog Description:

Identifies factors and processes considered in curriculum planning, instructional design and development. Includes the assessment of plans for organization of the curriculum and the theory and application of curriculum principles. Students participate in the curriculum development process both in groups and individually. Fall, Winter, and Spring-Summer.

Required Text:

Pratt, David. Curriculum, Design, and Development, Harcourt, Brace and Jovanovich, 1980.

Tyler, Ralph. Basic Principles of Curriculum and Instruction, University of Chicago Press, 1949.

Selected journal articles and books.

Instructional Objectives:

Upon completion of this 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.

COLLEGE ARCHIVES
 EDUC 825

Curriculum Development - EDUC 825

Week	I.O.	Topic Activities	Assignments	Eval.
6/24	1-3	Introductions & Orientation		
6/29	1	I. Curriculum	Pratt, Ch.1, Ch.2, pp.15-16 12-28. G.R.Firth and R.D.Kimpston, <u>The Curricular Continuum in Perspectives</u> , 1973, Ch. 1, pp. 7-10, LB 1570, F57 J.Wiles and J.C.Bondi <u>Curriculum Development: A Guide to Practice</u> , 1984, Ch. 1, pp. 3-20, LB1570, W574. Ralph Tyler, <u>Basic Principles of Curriculum and Instruction</u> , pp. 1-25, LB1570, D59 Prepare to share & discuss in detail the past and present changes in your school or districts' curriculum and consequences.	A
		a. why study it? b. definition c. conceptions d. curriculum development e. past impacts on the curriculum: 1. What's old & new IIMSC? - triads 2. Post Civil War 3. The Committee of Ten 4. The Seven Cardinal Principles 5. The Junior High School f. Sputnik g. National Reports h. Discussion i. Curriculum Document j. Volunteer for special activity k. Meet and plan with your special activity group.		
7/1			<u>Curriculum articles analysis.</u> (10 points). Read and analyze journal article. Follow the instruction sheet. Bring the typed annotated articles to class and be prepared to report it.	A
	1,2	II. CURRICULUM DEVELOPMENT a. <u>Curriculum Article</u> (10 points)** b. Ralph Tyler's	Pratt, Ch.2, 33-34; Ch. 3 R.C.Doll, <u>Curriculum Improve-</u>	A

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- 1. book
- 2. rationale
- 3. influence
- c. Jonas F. Soltis, Curriculum Aims, 1986:
 - 1. about the rationale
- d. The rationale's:
 - 1. fundamental question (transparency)
- e. Unruh's model overview
- f. Graduate students' curriculum
- g. Special activity group meeting

ment, Decision Making and Process, 1982, Ch.3, pp.79-112. LB1570, D59

J. Wiles & J.C.Bondi, Curriculum Development: A Guide to Practice, 1984, Ch.2,6, pp. 26-34, 213

A.Bellock & H.M.Kliebord (eds) Curriculum and Evaluation, 1977 Ch. 1, Art. 5, LB1570 B34X

7/6

- h. Tyler's Rationale
 - position paper (10 pts.)***
 - sextet

Tyler's rationale position paper (10 points). Typed position paper on "Is Tyler's Rationale a Suitable Basis for Current Curriculum Development?" Ralph W. Tyler, Basic Principles of Curriculum and Instruction, Ch. 1, pp. 25-43.

- i. students' needs
 - 1. transparencies
 - 2. the teacher
 - 3. all subjects
- j. Wann's Vignette
- k. Society
 - 1. affects curriculum
 - .inhibit change
 - .population
 - .family
 - .judicial
 - .other
 - l. social trends and the curriculum
 - sextet
 - report
- m. Special activity group meeting

7/8

1

III. NEEDS ASSESSMENT

- a. What?
- b. Why?
- c. Process

Pratt, Chs. 4 and 5

T.J.Matczynski & Joseph Rogers, "Needs Assessment: A means to Clarify the Goals of Secondary Schools," NASSP

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Bulletin, 69 Jan. '85, 34-40

- d. Debate "Resolve, Schools Should Do Needs Assessment Annually" **
- e. Pratt's model text 94 and transparency.
-small groups (20 min.)
1. why? (E.I.)
 - .identify problem
 - .establish prime need
 - .review implications
 2. why? (Mid/Jr.Hi.)
 - .conduct research
 - .substantiate need
 - .specify learner
 3. why? (H.S.)
 - .define role of the school
 - .define role of the teacher
 - .identify educa-+++tional need
 4. reports
 5. curriculum questions
 - a. philosophy and curriculum (small groups)
 - b. institutional
 - c. feasible
 - d. change
 - e. curriculum team
 - f. principles
 6. special activity group rehearsal
- Select from the bibliography a book and read a chapter on "needs assessment."

7/13	1,2,3	IV. CURRICULUM AIMS & OBJECTIVES	Pratt, Chs. 6,7	A
		a. Tyler	Ralph W. Tyler, <u>Basic Principles of Curriculum and Instruction</u> , Chicago: The University of Chicago Press, 1949, Ch. 1, pp. 43-62. Use the bibliography, select a book and read a section on curriculum goals and objectives.	
		b. goals		
		c. relations of goals & objectives		
		d. Pratt's criteria for objectives		
		e. discussion topic (transparency)		
		f. Bloom's taxonomy		
		g. Case study, "Bloom's Case Study"		
		h. <u>Panel Discussion</u> "Affective and Psychomotor Domain.**		
		i. exhibit-Unruh's model		
		j. <u>curriculum design in small groups using Unruh's step 1-2</u>		

Bring to class the rough

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draft of the curriculum
you're designing.

7/15	1,2,3	<p>V. RESOURCES & MATERIALS</p> <p>a. Curriculum materials</p> <p>1. show and tell</p> <p>b. Curriculum guide</p> <p>1. triad discussion</p> <p>.kind</p> <p>.purpose</p> <p>.materials</p> <p>.weakness & strength</p> <p>.usefulness</p> <p>c. <u>Textbook Curriculum</u>**</p> <p>1. oral and written report</p> <p>d. <u>Curriculum design in groups</u> step 3.</p> <p>1. elementary</p> <p>.middle/jr. high</p> <p>.high school</p>	<p>Pratt's Ch.13, Appendix III</p> <p>Bring to class one of these and be prepared to show and tell how it is used in your school's curriculum: a bulletin board, floppy disk, magnetic board, model, picture, poster, timeline or model. Be prepared to show and tell how it is used in your school's curriculum.</p> <p>Textbook Curriculum (10 points)</p> <p>See instruction sheet.</p> <p>Bring to class the rough draft of the curriculum you're designing.</p> <p>Give the instructor a paper with your name on it, the grade level, and subject that you teach.</p>	A
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7/20		<p>f. Examine curriculum materials in GSU library. Meet there during the scheduled class time.</p> <p>g. <u>Oral Reports</u>** and samples (2)</p> <p>h. <u>Kenya and Somalia newspaper</u> and 2-page journal articles. (optional 5-20 pts.)</p> <p>i. Criteria for selecting materials</p> <p>j. Curriculum design in small groups using step 4.</p>	<p>Bring to class the rough draft of your curriculum document.</p>	
<hr/>				
7/22		<p>VI. INSTRUCTIONAL ACTIVITIES</p> <p>a. Learning activities</p> <p>1. models & principles</p> <p>2. selection criteria</p>	<p>Pratt, Chpts.10,11,12</p> <p>R.Dunn, "A Learning Style Primer" <u>Principal</u>, 60 May 1981, 31-35</p>	

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- .criticism of criteria
- b. Panel Discussion** Begin to read, analyze, and prepare to report on William Glasser's article "Present & Future Trends in Instructional Technology: Implications and Strategies for Preparing 20th Century Citizens"
- c. Curriculum design in small groups using step 5. "The Quality School Curriculum" document with the article in Phi Delta Kappan, May 1992. Bring to class the rough draft of the curriculum you're designing.
- Ronald C. Doll, Curriculum Improvement: Decision Making and Process, 1982, Ch.4. pp. 123-127. LB 1570,D59.
- Tyler, Basic Principles of Curriculum and Instruction, Ch. 2.
-
- 7/27 f. Tyler's third question-organization
g. Schuberts
.scope
.broad fields
.interest
.separate subjects
h. sequence
1. traditional ways
2. criteria
i. Video "Learning Together or Alone" (optional 5 points) LB 1025.2 L42 x 1987. Preview, introduce, show, and discuss. Tyler, Basic Principles of Curriculum & Instruction, Ch. 3.
Ronald C. Doll, Curriculum Improvement: Decision Making and Process, 1982. Ch. 4, pp. 135-146.
Bring to class the rough draft of your curriculum document.
-
- 7/29 j. Curriculum design in small groups. Pratt, Ch. 8,9
1,2,3 k. Panel Discussion "Critical Thinking in Every Subject"***
l. Filmstrip "Applying Students Thinking Skills" LB 1590.3 A 6x 1987 Filmstrip 1629 (optional 5 points).

Curriculum Development EDUC 825--cont'd

		<p>m. <u>Quality Curriculum</u> (10 points)** a. <u>curriculum designs</u> in small groups step 6. 1. share and compare .what .when .where .how .why</p>	<p>Bring to class the rough draft of the curriculum you're designing.</p> <p>William Glasser's article, "The Quality School Curriculum" <u>Phi Delta Kappan</u>, May, 1992. Due today.</p>
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8/3	1,2,3	<p>VII. VALIDATION AND IMPLEMENTATION a. Learning Styles b. <u>Role Playing</u>,** Student Different Learning Styles" c. <u>Students' Perspective</u> (10 points) d. <u>Curriculum design</u> in small groups step 7.</p>	<p>Pratt, Ch.14</p> <p>Cuccia, "Developing A Learning Style Classroom" A to Z" <u>Early Years</u>, 17 September 1986, 81-83</p> <p>Read, analyze, and report on Patricia Phalen's article "Speaking Up: Students' Perspective" <u>Phi Delta Kappan</u>, May, 1992.</p> <p>Bring to class the rough draft of your curriculum.</p>
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8/5	Curriculum		<p>Work on individual curriculum in the library.</p>
<hr/>			
8/10		<p>e. evaluation 1. Tyler f. <u>Filmstrip</u> (optional 5 pts. "Evaluation Students Thinking Skills" LB1590.5 E92x 1987. Filmstrip 1626 (12 min.) g. <u>Evaluation article</u> (10 pts.)**</p>	<p>Tyler, <u>Basic Principles Curriculum and Instruction</u>, Ch. 4 W. Mehrens & I.J. Lehmann, "Using Teacher-Made Measurement Devices," <u>NASSP Bulletin</u>, 71, Feb. 1987, 36-44. A.Cuccia, "Developing A Learning Styles Classroom From A to Z," <u>Early Years</u> 17, Sept. '86 81-83 <u>Evaluation article</u> Select and read a journal article on evaluation or assessment. Use the</p>

Curriculum Development EDUC 825--cont'd

guidelines provided by
the instructor.
HAND IN YOUR PREPARED
CURRICULUM

8/12

2.Pratt
.model
.curriculum guide
3.criteria and methods

W. Mehrens and I.J.Lehman
"Using Teacher-Made
Measurement Devices,"
NASSP Bulletin, 71, Feb.

1987, 36-44.

d.Oral Reports, ** Tests
and other instruments

.report
.samples
.purpose, utility,
reliability, and
validity

Select a book from the
bibliography and read a
chapter on evaluation.

The above is a tentative schedule

Additional Information:**Letter Grade Criteria Points**

A = Superior (100 and above)
B = Above Average (95-99)
C = Average (90-94)
D = Below Average (85-89)
F = Unsatisfactory (79 or below)

Required***Curriculum Document 5-35 points**

Select a subject (e.g. math, social studies, health, science) and a grade level. Use books and journal articles for your research. Design a curriculum. Type and footnote your curriculum. The number of pages should range between 10 - 15, including the bibliography. Turn in no later than _____. Keep a copy for yourself.

****Related Project 10-40 points**
See Activity Sheet.

*****Special Project 5-30 points**

Curriculum Development EDUC 825--cont'd

Attend each class and participate in small and large group discussions. Three or more absences will result in a decrease of 15 points from the total points. Failure to submit a project shall result in points being lost as well as being subtracted from the total points for the course.

Bring a curriculum guide to class.

Bring to class selected curriculum materials.

Curriculum Development EDUC 825--cont'd

Read each journal book and article that is on this syllabus.

All of the above are requirements. All requirements must be completed this trimester. There will be no incompletes or carry-over to another time.

Optional

Additional points can be earned by participating in and doing an optional project with the instructor's permission. Permission is required.

Office Hours

Tuesday	3:45-7:45
Wednesday	7:30-8:30

The GSU phone number is 534-4369. The office number is D3513 in the Division of Education area on the third floor.

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Attendance in each class and participation in small and large group discussions. Three or more absences will result in a decrease of 15 points from the total points. Failure to submit a project shall result in points being lost as well as being deducted from the total points for the course.

Bring a curriculum guide to class.

Bring to class selected curriculum materials.
Curriculum Development KJUC 825--cont'd

Read each journal book and article that is on this syllabus.

All of the above are requirements. All requirements must be completed this semester. There will be no incompletes or carry-over to another time.

Optional
Additional points can be earned by participating in and doing an optional project with the instructor's permission. Permission is required.

Office Hours

3:45-7:45
7:30-8:30

Tuesday
Wednesday

The GCU phone number is 534-4889. The office number is 334-1111 in the Division of Extension area on the third floor.

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