

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION

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:

Tyler, Ralph W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

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.

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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

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TENTATIVE OUTLINE

<u>Class</u>	<u>Obj.</u>	<u>Topic & Learning Activities</u>	<u>Assign.</u>	<u>Eval.</u>
1	1-3	Explanation of syllabus Definition of curriculum <u>A Model of Curriculum Develop.</u>	Handout	A-D
2	1-3	Philosophy of education Developing a school or district philosophy		A-D
3	1-3	What <u>educational purposes and objectives</u> should the school seek to attain? Needs assessment Group discussion	T1	A-D
4	1-3	QUIZ 1 (T1 content) <u>Other Models of Curriculum Development</u>	Handout	A-D
5	1-3	How can content & <u>learning experiences</u> be selected? Group Discussion	T2	A-D
6	1-3	How can learning experiences be <u>organized</u> for effective learning? Group discussion Professional decision making in teaching	T3	A-D
7	1-3	Planning the evaluation report and curriculum project Individual conferences regarding evaluation report & curriculum project.		
8	1-3	How can the effectiveness of learning experiences be <u>evaluated</u> ? Group discussion Increasing motivation	T4	A-D
9	1	MIDTERM EXAM (all to date)		A
10	1-3	Deciding on levels of instruction: Six levels of Bloom's Cognitive Taxonomy Extending students' thinking Practice in class	Handout	B-D

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11	1-3	<u>A Guide to Culture in Education</u> Group discussion	PI	B-D
		Submit Evaluation Report		
12	1-3	Cultural Awareness and Sensitivity in School Situations Quiz 2 (Class 10 and 11 content)	PI	B-D
13	1-3	<u>The Multiethnic Curriculum</u> Developing a conceptual multiethnic curriculum	PII (B1) PII (B2)	B-D
		Selected readings in cultural pluralism in education	PII	B-D
14	1-3	<u>Student Learning Behavior</u> Learning Styles and Modality Strengths Group discussion Teaching to Both Halves of the Brain	PIII	B-D
		SUBMIT CURRICULUM PROJECT		

Evaluation:

	<u>Weight</u>
A. Successful completion of MIDTERM EXAM consisting of essay and objective questions from required readings, lectures, class discussions, and applications (all to date).	25%
B. Submit a typed EVALUATION REPORT of a written curriculum and/or a program.	25%
C. Submit a CULMINATING CURRICULUM PROJECT	30%
D. Ongoing active participation class by: -participating in class group discussions -quiz 1 & 2 -practicing and applying learned skills and concepts.	20%

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)

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Recommended Additional Resources

- Armstrong, David G. (1989). Developing and documenting the curriculum. Boston: Allyn and Bacon.
- ASCD (1985). Current though on curriculum-1985 ASCD Year Book Alexandria, VA: ASCD.
- ASCD (1988). Teacher evaluation: Sex prescriptions for success. Alexandria, VA: ABCD.
- Beane, James A. and al. (1986). Curriculum planning and development. Boston: Allyn and Bacon, Inc.
- Bloom, Benjamin (1974). Taxonomy of educational objectives--Cognitive domain. New York: David McKay Co., Inc.
- Burke Guild, Pat and Garger, Stephen (1985). Marching to different drummers. Alexandria, VA: ASCD.
- Doll, Ronald C. (1986). Curriculum improvement: Decision making and process. (6th ed.). Boston: Allyn and Bacon, Inc.
- Glatthorn, Allan A. (1987). Curriculum renewal. Alexandria, VA: ASCD.
- rady, Michael P. (1984). Teaching and brain research. New York: Longman Publ.
- Hunter, Madeline. (1986). Mastery teaching. El Segundo: Tip Publ.
- Oliva, Peter (1988). Developing the curriculum. Glenview, IL: Scott, Foresman and Co.
- Ornstein, Allan and Hunkins, Francis (1988). Curriculum: Foundations, principles, and issues. Englewood Cliffs, NJ: Prentice Hall.
- Pratt, David. (1980). Curriculum design & development. Chicago: Harcourt-Brace Jovanovich, Inc.
- Schubert, William H. (1986). Curriculum: Perspective, paradigm, and possibility. New York: Macmillan Publishing Co.
- Tanner, Daniel and Tanner, Laurel N. (1975). Curriculum development. New York: Macmillan Publishing.
- Walker, Decker. (1990). Fundamentals of curriculum. Chicago: Harcourt Brace Jovanovich, Publ.

MEMORANDUM FOR THE ATTORNEY GENERAL

SUBJECT: [Illegible]

DATE: [Illegible]

[Illegible body text]

RECEIVED
-- FMT'D
By _____