

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 1999



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:

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.

EDAD 601

Curriculum Development and Learning

Tentative Outline

<i>Class</i>	<i>Obj.</i>	<i>Topic & Learning Activities</i>	<i>Assignment</i>	<i>Eval.</i>
1	1-3	Explanation of Syllabus Definition of Curriculum A Model of Curriculum Development		A-D
2	1-3	Philosophy of Education Developing a school or district philosophy	Handout	A-D
3	1-3	What educational purposes and objectives should the school seek to attain? Education Forum	T1	A-D
4	1-3	Quiz (T1 content) Other Models of Curriculum Development Peruse Curriculum samples	Handout	A-D
5	1-3	Needs Assessment How can content & learning experiences be selected? Group discussion	T2	A-D
6	1-3	How can curriculum and learning experiences be organized? Group discussion	T3	A-D
7	1-3	Planning the Evaluation Report and Curriculum Project Individual conferences Peruse evaluation reports and curriculum projects samples		B-C
8	1-3	How can the effectiveness of learning experiences be evaluated? Group Discussion Increasing motivation	T4	A-D
9	1	Midtern Exam (all to date)		A-D
10	1-3	Deciding on levels of instruction: Six Levels of Bloom's Cognitive Taxonomy Extending students' thinking Practice in class Submit Evaluation Report	Handout	B-D
11	1-3	Culture and Curriculum, Culture and Instruction, Culture and Evaluation Group Discussion	P1	B-D
12	1-3	Cultural Awareness and Sensitivity in School Situations Quiz 2 (Class 10 to 12 content)	PII	B-D

Curriculum Development and Learning

<i>Class</i>	<i>Obj.</i>	<i>Topic & Learning Activities</i>	<i>Assignment</i>	<i>Eval</i>
	1-3	Learning Styles & Modality Multiple Intelligence Group Discussion Teaching to both halves of the Brain	PIII	B-D
14	1-3	The Multiethnic Curriculum Selected readings in Cultural Pluralism in Education Pluralism in Education Submit Curriculum Project	PII (B) PII (B2) PII	B-D

Evaluation

Weight

- | | | |
|----|---|-----|
| 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 in 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)

Additional Information:

- There will **NOT** be any carry-over work or incompletes for this course.
- **Class attendance is a requirement.**
- The evaluation report and the curriculum project must be typed and must be organized and coherent.
- Instruction will take several modalities including reading, lecture, student presentations, discussions, videotapes, simulations and practice activities.

Dr. Reyes office hours: Monday 3:30-4:30 p.m.
 Tuesday 3:30-4:30 p.m.
 Wednesday 2:30-4:30 p.m.
 Thursday 3:30-4:30 p.m.

Office: #D34043
 Phone: 708/534-4381 e-mail = v-reyes@govst.edu

Recommended Additional Resources

Armstrong, David G. (1989). Developing and documenting the curriculum, Boston: Allyn and Bacon

ASCD (1985). Current Thoughts on Curriculum-1985 ASCD Year Book. Alexandria, VA: ASCD

ASCD (1988) Teacher Evaluation: Six prescriptions for Success. Alexandria, VA: ASCD

ASCD (1989). Toward the Thinking Curriculum: Current cognitive research. Alexandria, VA: ASCD

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.

Grady, Michael P. (1984). Teaching and brain research. New York: Longman

Hunter, Madeline. (1986). Mastery Teaching. El Segundo: TIP Publications.

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 Co.

Walker, Decker. (1990). Fundamentals of curriculum. Chicago: Harcourt Brace Jovanovich Publishing.