TCHL 530: Curriculum Development

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Pre-requisite: None   **Course Credits:**   3 hours

Course Description:	Curriculum development is a course designed to give students a solid understanding of the theory, current practice, and future trends in curricula of American public schools. Students should learn more about curriculum theory and design within this course.
Rationale:	This course is designed to prepare P-12 classroom teachers to design and implement curricula and instructional elements. This advanced curricula design course will enhance the teacher's ability to design appropriate curricula based on students' needs, current research on student learning and the Kentucky curriculum documents.
Professor Information:	I have lived in Kentucky the past five years after growing up and teaching in Oklahoma. My PhD is in Environmental Science with an education emphasis. My Master's and Bachelor's degrees are both in Secondary Science Education. I taught 7th grade integrated science for four years in Tulsa, OK. I have a daughter who is a Freshman at Greenwood this year and a son who is 2 ½. I have two large dogs (brothers) who love to swim and romp in the woods. Their names are Reeses and Oreo. I enjoy playing the flute in the Community Band and doing arts and crafts projects. In my free time, when the children are asleep, I enjoy reading fun books (non-text books), watching terrible tv and being creative.
	I welcome all students to visit with me in person or by phone. I am often in my office if not visiting students in the field. I will return voice mail messages or e-mail, usually within 48 hours. I usually check my e-mail on the weekends as well. I will be out-of-pocket some days attending conferences or spending time at Mammoth Cave for overnight trips. I encourage you to visit before it is too late in the semester to turn your grade around. My goal for this class is to improve your unit planning and increase your knowledge of curriculum.

Teaching philosophy:

1. I believe teaching is both an art and a skill. Some students have a naturally ability to communicate with students, while others must practice. Other students excel at writing great lesson plans. It is part of my duty to bring out your talents as a teacher and work on those areas that need improvement.

2. I believe inservice teachers are not perfect teachers yet. It takes many years to develop strategies that work well in your personal classroom. Therefore, students should not expect to make 100% on every assignment or all make A's in the class.

3. I believe in challenging students thinking about the theories and practice of teaching. We all have preconceived ideas about educational topics and how teaching should happen, since we all have a background in education. It is part of my responsibility to stretch your ideas about education and allow you to shape your ideas for your future classroom by building a strong philosophy of teaching based on your thoughts.

4. I enjoy student questions and discussions. I encourage all students to actively participate in class.

5. I think students need to focus on internal motivators about learning. This means more learning for learning's sake and less worrying about the final grade. The end grade does not explain how well/how much you grew within the semester.

6. I enjoy teaching in a Constructivist fashion. I want to see your thinking about thinking (metacognition).

7. I whole-heartedly think that students who have the best attendance in class, participate in class and read the material assigned outside of class and turn in assignments on time learn the most. Students need to learn how to be active in their learning. I DO NOT want to see excuses from doctor's offices or other places. Please let me know ahead of time if you will be absent. Make sure you prearrange any makeup tests/quizzes if you are unable to attend on an assigned test/quiz date. If you are an athlete or must leave town for a school organized event, please make arrangements before you leave and turn in work prior to leaving. This is your responsibility in learning. Find at least one friend you can trust to help you if you miss class or need something turned in.

8. I do not believe in make-up work or "re-dos". In college, you must strive to put out your best work the first time you turn it in. Do not rely on the professor to "fix" your work for you. It is always good to ask direct questions about parts of an assignment you do not understand. Please do not e-mail an entire assignment and ask me to look over it and grade it before it is due.

9. I expect respect and honesty from each of you; in return I will give it to you all as well. DO NOT send each other e-mails with completed work for others to copy. Your teaching career and students depend on your own ability to do the assignments. PLEASE CITE YOUR SOURCES FOR LESSON PLANS AND UNITS. MOST OF YOUR IDEAS ARE NOT ORIGNAL BUT FROM AN EXTERNAL SOURCE. PLEASE LET ME KNOW YOUR SOURCES.

10. This course will serve as a foundational course in the Teacher Leader Masters Degree. It is important to learn about unit design and curricula theory. These topics will be covered on the comprehensive exam at the end of your Masters degree.

E-Mail: Jeanine.Huss@wku.edu I respond quickly to E-mail. It is probably the fastest means of reaching me. For the most certain response from me, in the subject line type "TCHL 530" and then a brief description of the topic, e.g., "Unit Analysis." I answer your e-mail before anyone else's. You are my top priority-- _if_ I see your note. USE THE TCHL 530 SUBJECT LINE. I typically respond within 48 hours during weekdays and weekends. If you haven't heard from me in 3 days, email again with **TCHL 530 in the subject line** or call me.

Phone. (270)745-2293; Please **leave a phone number and a name** if you call and cannot reach me immediately.

Times. Any times mentioned throughout the term are for the _Central Time Zone_.

Assignments: Many assignments will be posted directly on Blackboard. Some assignments will require you to scan or send by mail or fax. Until course items are in my hands or my secretary's hands, they don't exist. Save backup copies.

Office Hours. Monday 10-12 pm and Wednesday 10-12 pm but I am often in my office. I usually leave the office around 3:00 pm to pick up my children. You can typically reach me by phone during the day every weekday except Friday. A meeting can be held face-to-face, using the phone, via chat room, using Skype (www.skype.com). _Appointments outside of office hours are welcome._ I am more than happy to make appointments.

Instructor Goals:

I plan to:
- Assign readings and reading exercises that help each student learn the course material.

- Create some powerpoints or videos that help relate the readings to the student.

- Grade and comment on student work within one week of due dates.

- Communicate with students in a timely manner.

Student Goals:

After the course, the student should:

- Be able to set up a simple curriculum map

- Plan units from a holistic viewpoint

- Know about contemporary issues within curriculum

- Be able to articulate their philosophy of education

- Understand different philosophies of education and recognize those differences within their coworkers

- Allow their students to use technology in creating products

To meet the goals, each student will:

- Demonstrate a sample curriculum map for their planned unit

- Design an improved unit that focuses on a gap in their school report card

- Use the *Understanding by Design* model to create the unit

- Construct their personal educational philosophy

- Reflect on readings and how the readings might impact their classrooms/schools/society

- Design a way to implement technology for student usage within their unit

Course outcomes:

Success will be measured in these ways:

- Reading all assigned work

- Participating on discussion boards or Wikis about readings

- Uploading assignments or mailing assignments

- Writing papers that show personal knowledge about curriculum theory and practice

- Creating a unit that uses *Understanding by Design*, focuses on a "gap" aspect found at his/her school, and allows for students to use technology

- Videotaping personal teaching of the unit

- Reflecting on teaching strengths and needs

INSTRUCTIONAL METHODS:

Assigned readings: The participant will be expected to read all text assignments and other assigned readings. Questions from the assigned readings will be included in Modules and other assignments.

Discussions: The student will be expected to ask a critical thinking question about the assigned reading and comment to two other students with citations from the textbook or assigned reading.

Wiki assignment: The student will create a group project using Wiki. All students within the group are expected to participate equally in this exercise.

Essays: The participant is expected to write using proper grammar and spelling. The student is also expected to write extensively and at a graduate level. Lack of effort will be reflected in the grade on an assignment.

REQUIREMENTS:
1. Complete all assigned work in the time allotted. Late work will be docked 10% a day and the

student will receive a zero after being late one week.

2. Complete the TCHL 530 critical performance. *Warning: This critical performance*

has several parts. ALL parts must be completed and uploaded for a grade in TCHL 530. **All**

necessary documents must be present and readable on the electronic portfolio before grades

will be posted and forwarded to the Office of the Registrar.

GRADING PLAN: Rubrics will be provided for the assignments. *Please see Blackboard for details. There will be no "regraded" work.

NOTE: Assignments received after the due date will be assessed a 10% penalty per day. 5 days following the due date will result in no acceptance and a zero will be assigned. No work should be submitted by e-mail. Assignments will be uploaded to the Blackboard site or mailed. Assignments should include all parts. This means a missing rubric or other part of the assignment will result in a reduction in points.

Modules	250
Bi-Weekly Readings	200
Discussions	100
Wiki Team Project	50
Uploaded critical performance (due Monday, May 9 by 4 pm	100

TOTAL POSSIBLE SCORE   **700**

GRADING SCALE: (Grades will not be rounded up or down. Grades are based on total points earned, not on percentage.)

630-700 points	A
560-629 points	B
490-559 points	C
420-489 points	D

419 or less points   F

PLAGIARISM: Beware of participating in plagiarism. Avoid its occurrence and consequences! Some assignments will require posting on turnitin.com to prevent plagiarism.

ATTENDANCE: I expect you to check into the Blackboard site at least twice a week. I will make sure assignments are posted by Friday at 6 pm and expect the assignments by Thursday at 11:59 pm. I will also communicate with you through assignments posted on Blackboard. I also like to communicate by e-mail and will send postings to all students to clarify questions on assignments. I often make comments on student work and enjoy receiving e-mails from students who read my comments and have questions or comments for me. **If I have not heard from you in a week, either by assignment posting or e-mail, I will assume you have dropped the class.**

DISCUSSION ETIQUETTE: I would like all students to be able to communicate openly and honestly with one another. This means being respectful of others' opinions and directing comments on the readings and not the person who made the statements. Refrain from:

1. Posting or sharing illegal content or things that are copyrighted without the author's permission.

2. Posting harassing, threatening, or embarrassing comments.

3. Posting content that is harmful, abusive; racially, ethnically, gender or religiously offensive, vulgar; sexually explicit; or otherwise potentially offensive.

STUDENT DISABILITY SERVICES:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

BIBLIOGRAPHY:
Required Texts:

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.

Ornstein, A. C. & Hunkins, F. P. (2009). *Curriculum: Foundations, principles, and issues* (5th edition). Boston: Pearson.

Ornstein, A. C., Pajak, E. F. & Ornstein, S. B. (2011). *Contemporary issues in curriculum* (5th

edition). Boston: Pearson.

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (expanded 2nd edition). Alexandria, VA: ASCD.

Supplemental Texts:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.

Jacobs, H. H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.

Jacobs, H. H. (Ed.). (2004). *Getting results with curriculum mapping*. Alexandria, VA: ASCD.
Key Journals:

Educational Leadership
Principal
NASSP Bulletin
Kappan
School Board Journal
The Chronicle of Higher Education (newspaper)
Education Week (newspaper)

Web-site Addresses: (This list is neither inclusive nor exclusive)
www.ascd.org
www.pta.org
www.pdkint1.org
Global Schoolhouse   www.gsh.org
The internet and Schools   http://sunsite.unc.edu/cisco/tracy-srticle.htm
Kentucky Dept of Education   www.kde.state.ky.us
Kids Web   www.npac.syr.edu:80/textbook/kidsweb
NASA   www.nasa.gov
School educational resources   www.teleport.com:80/~vincer/
US Dept of Education   www.ed.gov

Search Engines:
http://www.search.com
www.Google.com
www.education-world.co