Catalogue Description:

Study and discussion of development and improvement of curriculum practices, with special stress upon working out procedures suited to this area.

Purpose and Relationship to the COE Teacher Training Model:

The purpose of this course is to provide graduate students and practicing teachers with an overview of the historical background, curriculum foundations, and basic principles of curriculum development needed to understand the continual development and evolution of a contemporary secondary curriculum. The course, as part of an NCATE accredited curriculum, builds upon and continues to develop four themes that guide the College of Education at UNR. Themes and how they relate to CTL 746 are as follows:

- **Possesses a love of learning** - Students develop an appreciation and affinity for the entire secondary curriculum and how the various parts of this curriculum support them in attaining a well-rounded education. By studying all areas of the secondary curriculum, practicing teachers recognize the value of each part within the framework of a comprehensive education.

- **Develops a strong fund of knowledge** - Students in CTL 746 come to understand that teachers need a knowledge base of secondary curriculum. Knowledge of an individual discipline is not enough to promote interdisciplinary instruction and to understand the need for and importance of all subjects in the current secondary school graduation requirements.

- **Engages in reflective practice** - When teachers gain knowledge of secondary curriculum, they begin to reflect on how to design and teach their specific courses in a way that will make their courses more meaningful for their students, more valuable to society, and more relevant to the entire curriculum.
- **Values democracy and multiculturalism** - Students in CTL 746 come to realize that an understanding of a holistic curriculum can help them develop a more interdisciplinary, global curriculum that best meets the citizenship and intellectual needs of all students in democratic, multicultural societies.

**Textbooks:**


*Additional text available in class.*

*Websites available through WebCampus*

**Course Goal:**

Students will gain a comprehensive understanding of secondary curricula, its foundations and philosophies, evolution and change due to societal pressures of politics, economics, and agendas of vested interest groups.

**Course Objectives:**

The course will enable students to:

1. Become more knowledgeable of curricula foundations, theories, and designs by developing a personal curriculum orientation essay and explaining this personal perspective from a visual and verbal representation of the theory.

2. Gain an understanding of the basic principles of curriculum development from a series of guest speakers as well as personal investigative analysis. These understandings will be reflected through weekly essays that are shared with the course instructor and other students in the course.

3. Become more knowledgeable of current issues and priorities in curriculum nationally, statewide, district wide, and in the classroom and use this knowledge to conduct and write an interview of key individuals on their perspectives of curriculum in the school, district, and state.

4. Write a research paper (at least 8 pages with at least 6 scholarly citations) that captures one area of the curriculum that challenges students and teachers in secondary schools today.

5. Design an interdisciplinary curriculum using a vertical or horizontal alignment collaborating with other students in the course.
Performance Assessment/Course Requirements/Assignments

There are six Domains for Advanced Professional Competence. These domains are discussed in the first meeting and all assignments will address one or more of the domains. The six domains are as follows: Domain One, Foundations of Education; Domain Two, Human Diversity and Learning; Domain Three, Curriculum; Domain Four, Instruction; Domain Five, Research and Assessment; and Domain Six, Professionalism.

Participation

- Each week, you will be given an overview of what is taking place in class and what is due for the following week. This PowerPoint will be posted at least one day before class on WebCampus. Participation based on PLC and readings. This is a one-page summary of a topic for the week (see assignment section) that you will bring to class and submit in the assignment section. You will use your summary as a way to be highly engaged with the speaker (if a speaker is scheduled for that evening). If a speaker is not scheduled for the class, you will use your summary as part of a class discussion. Later on in the course, it will serve as your group summary of your progress in developing your unit. (Domain 6).

- If you are going to be absent from class, you are expected to complete what is due according to the due date and also let me and your PLC team know that you are not going to be able to attend class. Thus, if you will be absent from class, you are still expected to submit your assignment on the NOON of the day of class in the assignment section of WebCampus. If it is work that helps with your PLC, also submit this to your group.

Interviews

- Interviews (at least two with others involved in curriculum development and implementation). These interviews can also take place through an electronic format after you find appropriate sources through an investigative exploration.
- It should be in APA style with three basic parts including the background of the challenge or curriculum innovation, your understanding of the topic, and how you would help other teachers understand this topic.
- You have an opportunity to share your thoughts with me during the President Birthday week (see assignment section on your WebCampus).
- The last part of your paper should indicate critical analysis.
- You are expected to present a brief summary (5 minutes) of your paper (minimum of four pages/can include interview responses) as part of this assignment. (Domains 1-6).
Research Paper

- One research paper (at least 8 double spaced typed product) concerning a challenge that faces teachers today or an innovation that is linked to curriculum design and implementation in the classroom, school, school district or state.
- The paper must cite recent literature (at least six references) and include personal reactions based on experience as a classroom teacher

Personal Showcase Schemata/Presentation

- A final exam that consists of pre-schemata and final schemata on the role that curriculum plays in the integration of curriculum, instruction, and assessment. Your task is to provide a visual explanation of this integration and interaction and a four-page summary to explain your schemata (5-minute session). You are expected to present this to the class as part of your final exam in at least a five-slide power point (or Prezi or Keynote or ??). The schemata are a depiction that needs to be 8.5” by 11” in size followed by your four-page analysis. (Domain 1,3-6).

Interdisciplinary Curriculum Package

- One interdisciplinary curriculum package to be designed by groups of students from different disciplines. The curriculum package (see assignment section) needs to be comprehensive and reflective of an interdisciplinary perspective. The final product needs to be showcased through a presentation. In the presentation, an overview of the package and one engaging activity from the curriculum package should be provided. Limit the presentation to 20 minutes. The curriculum package will be graded on the oral presentation and content. (Domains 3-4).

Grading Scheme:

1. Participation based on PLC/Reading Summary 20%
2. Interview 20%
3. Research Paper and Presentation 20%
4. Personal Showcase Schemata/Presentation 10%
5. Interdisciplinary Curriculum Package 30%

* Course grades will be calculated as follows:
90-100- A; 80-89- B; 70-79- C; 60-69- D; Below 60- F.

Class Format:

Before the Mid-Term

1. This is separated into two sessions. The first part of the class is typically a guest speaker who represents a perspective of curriculum from various vantage points – higher education, the state, the district, and school, and the student or a lecture from me on related topics to curriculum. You will use readings either suggested by the speaker (or posted in the Resource section of WebCampus) or available based on your choice on related topics from curriculum textbooks available to you. You will come to class each week prepared to discuss the topic with an (at least) one page summary of the topic being presented that evening.

2. In the second part of the class, you meet in your group (PLC’s) to discuss the speaker’s perspective and how this might impact your planning for your curriculum package. I will also provide you with a format for discussion and time to work on your other assignments using your PLC.

3. The course will end with a share out of each group on their progress to date on their curriculum plan, research paper, or interview.

Mid-Point Showcase (Two Weeks)

These sessions will focus on your interviews and your research projects. Each presentation will need to be to the point, informative, and captured in a 5-minute verbal/visual presentation.

After the Mid-Point

Approximately one-half of each class (or more) will be spent on discussing pertinent points of chapters in the textbook and current events for the week. The textbook will be blended into the discussion but the preponderance of the discussion will center on scholarly readings (available in the Resource section) and experiences you are having in your classroom or in working with teachers in the field. The order of the text is outlined in the course outline.

2. The rest of the class time will continue to be for your PLC meetings and a share-out of your curriculum package progress.

Final Two Weeks

This is your second showcase time:

1. As a PLC, you will present your curriculum package to the class (total time of 20 minutes). It should be engaging as well as informative.
2. You will present your individual and personal curriculum schemata - what you originally visualized as curriculum and then your final vision (total time of 5 minutes).

Plagiarism/Academic Honesty

Please note that any evidence of academic dishonesty or plagiarism will result in a failure for this course. You are not to hand in work that you have already completed for another professor or work that you might hand in to another professor in the same semester.

Submitting Assignments

- **Participation grades** are evidenced by the one page paper submitted (see assignment section). This is a paper you bring to class for discussion with the guest speaker or with your group and submitted also in the assignment section. Time due date for this is NOON on class day. (2 points per submission).

- Your **group curriculum project** is to be submitted on a complete burned disk AND as a hard copy of the entire unit. Both of these are due the night that your group presents the package. Your group leader will be responsible for gathering all the material and putting it into a common font.

- Your **research paper** is to be submitted as a hard copy as well as through Web Campus with all attachments. Remember there is a presentation that is part of this submission.

- Your **final exam** is also to be submitted in hard copy as well as through WebCampus (pre-schemata, post-schemata, essay, and PowerPoint).
## Course Outline (Subject to Updates)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings for Class</th>
<th>Intended Outcome of Class</th>
<th>Assignments Due for Class (Before the Class)</th>
</tr>
</thead>
</table>
| 1/27 | Course Overview | Speaker: Ferrara | To take a stance on your vision and perception of curriculum at the beginning of the course and use this essay as part of your reflection at the end of the course. | 1. Read and print out syllabus  
2. Write your first participation paper: **What is Curriculum?**  
Your task is to write a comprehensive and unique essay to the answer in a page. (remember citations do not count as part of the page total but need to be included) |
<p>|      | Curriculum – First thoughts (your pre-schema) Reflective Questions about Curriculum Introduction | Readings: What is the meaning of curriculum? Use at least two sources from Google and/or the Knowledge Center. | | |
| 2/3  | What is a PLC and how does it work to help build and manage curriculum? | Speaker: Salwa Zaki | Have a clear understanding of the intent, structure, and outcome of how the Professional Learning Community structure works to support curriculum development and maintenance. Reconsider the schemata of week one with a consideration of the role of the PLC | Use web searches and the Knowledge Center to develop a strong understanding of what is a Professional Learning Community (PLC). Your investigation should include the work of DuFour (hint). Make sure to write your paper using your own voice and avoid educanese. |
|      | | Readings: Your investigation using the search term “Professional Learning Community” | | |
| 2/10 | Where does the curriculum come from at the district level – or not? | Speaker: To be determined | Begin to explore what is taking place and the role of the teacher in curriculum development and implementation. | Use a web search, Knowledge Center search and/or district websites searches to gain an understanding of what is the role of the teacher in curriculum development (might want to look at instructional guides – district wide and state |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Readings</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/17</td>
<td>No Class Presidents’ Day</td>
<td></td>
<td></td>
<td>This is an opportunity for you to gain feedback from me on your interview format and questions. See the assignment section on this topic and submit for feedback by noon on Monday.</td>
</tr>
<tr>
<td>2/24</td>
<td>Starting to Develop Your Own Curriculum Orientation</td>
<td><strong>Speaker:</strong> Ferrara and Individual Students</td>
<td><strong>Readings:</strong> Chapter 2</td>
<td>Develop a critical stance on what others are thinking about curriculum in the state, school district, school, and classroom. At least a one-page summary of your own curriculum orientation that includes a strong rationale and examples.</td>
</tr>
<tr>
<td>3/3</td>
<td>The Stuff of Curriculum: Mapping, Curriculum Design – Starting the Curriculum Planning Process</td>
<td><strong>Speakers:</strong> Co-Taught: Shanda Heacock and Margaret Ferrara</td>
<td><strong>Readings:</strong> Chapters 1, 3, 4</td>
<td>Use your own philosophical stance to begin to design curriculum in each PLC team See the specific assignment in your WebCampus. Make sure to include your ideas that fit in with your PLC team. Do this in advance to help plan your curriculum (make sure to include references)</td>
</tr>
<tr>
<td>3/10</td>
<td>On-Going Formative Evaluation</td>
<td><strong>Speaker:</strong> Laurie Polzin</td>
<td><strong>Readings:</strong> Chapter 6</td>
<td>Begin to develop a deeper understanding of the formative process as an ongoing process in assessment. Look at district websites and the Nevada state website and see what is going on with assessment. Look at what is taking place in New York and Vermont. These states are involved in leading the nation on assessment techniques. Write a one-page essay on your stance on this issue.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Speaker</td>
<td>Description</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>3/17</td>
<td>No Class – Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/24</td>
<td>Research Presentations</td>
<td><strong>Speaker: You</strong></td>
<td>No discussion</td>
<td>Research Papers Due</td>
</tr>
<tr>
<td>3/31</td>
<td>Investigative Evidence about Curriculum</td>
<td><strong>Speaker: Laurie Polzin</strong></td>
<td>No discussion</td>
<td>Interview presentations are due</td>
</tr>
<tr>
<td>4/8</td>
<td>No Class on scheduled day, see point about group meeting times during the week</td>
<td></td>
<td>Opportunity to work with your groups in your curriculum development work</td>
<td>Gain an appreciation for critical review and revisions to draft proposals related to curriculum. I will meet with individual groups that week based on your schedule for feedback on your curriculum to date</td>
</tr>
<tr>
<td>4/14</td>
<td>Lesson Models</td>
<td><strong>Speaker:</strong> Ferrara, <strong>Readings:</strong> Chapter 10</td>
<td>Gain an understanding of unique teaching models beyond direct instruction, inquiry, and cooperative learning.</td>
<td>Summary of curriculum package to date (cyber submission) (See specific directions on the assignment section – group grade)</td>
</tr>
<tr>
<td>4/21</td>
<td>Critical Analysis of your curriculum</td>
<td><strong>Speakers:</strong> Team of teacher experts. Possibly a team of teachers who will provide each group with critical analysis of curriculum package and suggestions for final revisions</td>
<td>Use expert feedback to learn first-hand about curriculum development and to revise for a formal product.</td>
<td>Summary of curriculum package to date (cyber submission) (See specific directions on the assignment section – group grade)</td>
</tr>
<tr>
<td>4/28</td>
<td>Comparing Curriculum Packages from Other Sources</td>
<td><strong>Speaker:</strong> Ferrara and Class</td>
<td>Use a comparison format to look at curriculum that is in use in districts, in schools, on the market, in the classroom in comparison to your developed curriculum.</td>
<td>Bring in at least one example of what a teacher is using that is considered curriculum.</td>
</tr>
<tr>
<td>5/5</td>
<td>So What is Your Schemata of Curriculum?</td>
<td><strong>Speaker: You</strong></td>
<td>None</td>
<td>All finals are due but presentations may extend for two sessions</td>
</tr>
<tr>
<td>5/12</td>
<td>Curriculum Showcase</td>
<td><strong>Speaker:</strong> Curriculum Teams</td>
<td>None</td>
<td>Integrated Curriculum Projects due Presentations</td>
</tr>
</tbody>
</table>