

PTED 4271**CURRICULUM (P-12)**

3 Semester Hours

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

To operate successfully in a contemporary P-12 classroom, students will reflect on trends and issues in curriculum, gain knowledge and skills needed in curricular decision making, in designing, implementing, and evaluating instruction, and in developing, selecting, and utilizing appropriate instructional materials.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education UWG forms the basis upon which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the college assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and learned societies standards are identified for each objective. Class activities and assessments that

align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. recall events from the history of education that reflect upon education theory and practice today (Ornstein & Hunkins, 1993; Parkay, 1992; Tyler, 1981);
2. recognize key contributors to the field of curriculum and develop an understanding of their contribution as they relate to current practice (Ornstein & Hunkins, 1993; Parkay, 1992; Tyler, 1981);
3. recognize different philosophies and ideologies as they are personified in curriculum decisions and education today (Bolman & Deal, 1992; Eisner, 1992, 1995; Hass & Parkay, 1993; Oliva, 1992; Ornstein & Hunkins, 1993);
4. use national standards, state, or local curriculum guides in making curriculum decisions (Georgia Department of Education, 1988; U. S. Department of Education, 1990);
5. design units of study (Cooper, 1994);
6. discuss current theories (learning styles, multiple intelligences) as they relate to teaching and learning (Cooper, 1994; Gardner, 1995);
7. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning (Banks, 1993; Marklein & Ashley, 1996);
8. obtain and evaluate curriculum materials from a variety of sources;
9. apply systematic planning processes to design and evaluate curriculum and instruction (Dick & Carey, 1990; Dick & Reiser, 1989; Gagne, Briggs & Wager, 1992); and
10. use modern media to locate instructional materials and other pertinent data (Dick & Carey, 1989; Gagne, Briggs & Wager, 1992; Heinick, Molenda & Russell, 1993).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Text: Class Packet

Readings:

Banks, J. (1993). Multicultural education: Development dimensions, and challenges. *Phi Delta Kappan*, 75(1), 22-28.

- Belton, L. (1996). What our teachers should know and be able to do: A student's view. *Educational Leadership*, 54(1), 66-68.
- Bloom's Taxonomy. Various outlines provided for reference.
- Bolman, L., & Deal, T. (1992). Images of leadership: Your board's leadership style depends on how you see your schools. *The American School Board Journal*, 179(4), 36-39.
- Eisner, E. (1992). Curriculum ideologies. In Philip W. Jackson, *The handbook of research on curriculum*, (pp. 302-326). Washington, DC: American Educational Research Association.
- Gardner, H. (1995). Reflections on multiple intelligences: Myths and messages. *Phi Delta Kappan* 77(3), 200-203, 206-209.
- Marklein, M., & Ashley, B. (Dec. 30, 1996). Many students say they want more diversity in curriculum. *USA Today*, 9D.
- Parkay, F. (1992). Curriculum reform: Past and present. In Parkay, F. *Becoming a teacher: Accepting the challenge of a profession* (2nd ed.) (pp. 370-405). Boston: Allyn & Bacon.
- Stahl, R. (1994). *The essentials of cooperative learning in the classroom*. (ERIC Digest EDO-SO-94-1.). Bloomington, IN: Clearinghouse for Social Studies/Social Science Education.
- Tyler, R. (1981). Curriculum development since 1900. *Educational Leadership* 39(8), 599-601.
- U. S. Department of Education. (1990). National goals for education. *The Education Digest* 56(2), 8-12.

References:

- Cooper, J. (Ed.) (1994). *Classroom teaching skills* (5th ed.). Lexington, MA: Heath.
- Dick, W., & Carey, L. (1990). *Systematic design of instruction* (3rd ed.). Glenview IL: Scott-Forseman.
- Dick, W., & Reiser, R. (1989). *Planning effective instruction*. Englewood Cliffs, NJ: Prentice-Hall.
- Eisner, E. (1982) *Cognition and curriculum: A basis for deciding what to teach*. New York: Longman.
- Gagne, R., Briggs, L., & Wager, W. (1992). *Principles of instructional design* (4th ed.). Fort Worth, TX: Harcourt Brace.
- Haas, G., & Parkay, F. W. (1993). *Curriculum planning: A new approach* (6th ed.). Boston: Allyn & Bacon.
- Heinich, R., Molenda M., & Russell, J. (1993). *Instructional media and the new technologies of instruction* (4th ed.). New York: Macmillan.
- Kliebard, H. (1987). *The struggle for the American curriculum 1893-1958* (3rd ed.). New York: Routledge.
- Lockard, J., Babrams, P., & Many, W. (1994). *Microcomputers for twenty-first century educators* (3rd ed.). New York: HarperCollins.
- Oliva, P. (1992). *Developing the curriculum* (3rd ed.). New York: HarperCollins.
- Ornstein, A., & Hunkins, F. (1993). *Curriculum foundations, principles, and theory*. Boston: Allyn and Bacon.
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

LINK TO CONCEPTUAL FRAMEWORK

Descriptors	Assignments
Decision Makers	3, 4, 5
Leaders	5
Lifelong Learners	3, 6
Adaptive	
Collaborative	
Culturally Sensitive	
Empathetic	8
Knowledgeable	3, 4, 5, 6, 7, 8
Proactive	
Reflective	1, 2

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Reflection papers. Each student will identify four (4) ideas discussed in class which were of interest, ask questions, and/or make any personal comments related to the class which may be helpful to the instructor in knowing what part(s) of lessons and discussions were of interest, had personal/professional value to the student or remain unclear. These four statements will be turned in at the end of each class and counted as participation points.
2. Philosophy paper. Each student will develop a philosophy paper to be included in their portfolio. Criteria for the paper will be described in class.
3. Units of study. Each student will prepare a unit of study. These will be shared with the class. Directions will be given in class. Unit must include a description of the students for whom the unit is designed (including learning styles), reference list of materials and a list of information acquired via Internet, and/or ERIC. Unit needs to cover two weeks (10 days).
4. Lesson plans. (Number to be discussed) will be evaluated for completeness and correctness. Behavioral objectives, both cognitive and affective (labeled by domain and level) should be complete. Key points and QCC objectives should be included. Assessments should reflect both, traditional and authentic approaches. Activities and assessments should reflect student learning styles with original survey materials included.
5. Class presentation. Each student will prepare a 5 to 10 minute presentation with appropriate visuals and handouts for the class members on their unit
6. Media Competencies. Each person is required to demonstrate various competencies, as described in class. These may be demonstrated a number of ways, e.g., Word processed unit plans, E-mail, Transparencies, Internet, Power Point, Video, Video tape/ and laser review, ERIC search, Concept map on Inspiration or other draw program, Import of clip art to unit, etc.

7. Daily and Pop quiz. You will be forewarned about MOST of these.
Mid-term exam. Mid-term will cover class material covered.
Final Exam. Final exam will cover class discussion and readings.

8. Learn names of other students in PTED 4271.

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.