



ALEC 525: Curriculum Development, Fall 2018

University of Tennessee, Knoxville

Course Section: 001

Meeting Time and Place: This course is being offered via distance and is organized into 8 units. You will find a calendar of these units below. The course can be accessed 24 hours a day via Canvas and each student may complete the coursework at their own pace within the assignment due dates listed on pages. Then general rule for course work load is to expect approximately 3-4 hours for every hour of course credit. Therefore, you should anticipate spending between 9-12 hours per week on this course.

Course Credit Hours: 3

Weeks	Unit	Topic
August 22-31	Unit 1: Introduction	Course Introduction
Sept 4-14	Unit 2: Principles of Curriculum	What is Curriculum?
Sept 17-21	Unit 3: Principles of Curriculum	Models of curriculum
Sept 24-Oct 5	Unit 4: Curriculum Development	A Working Model of Curriculum Development & Identifying Learning Needs
Oct 8-12	Semester Long Project	
Oct 15-19	Unit 5: Curriculum Assessment	Assessment
Oct 22-26	Semester Long Project	
Oct 29-Nov 2	Unit 6: Pedagogy	Models of Instruction
Nov 5-9	Unit 7: Pedagogy	Applying Models of Instruction
Nov 12-16	Unit 8: Curriculum Development	Content Knowledge and Scope and Sequence
Nov 19-23	Semester Long Project	
Nov 26-30	Course Summation	Presentations, Review, and Reflection

Faculty Contact Information

Dr. Jennifer Richards
 114 McCord
 865.946.1089
 jennifer.richards@utk.edu

Online Office Hours are available by appointment. Please email me if you would like to meet and I will schedule a Zoom or Skype session.

Course Description/Information:

Models, principles and procedures for developing curricula in educational programs and scheduling learning activities used to implement these planned programs.

Value Proposition:

This course is designed to introduce a variety of curriculum development models that are grounded in best-practices research for effective design and delivery of educational programs. The modules and assignments are intended to provide you with a broad understanding of the theory, discussion and reflection to translate theory in to practice, and application exercises to allow you to develop your skills in creating curricula.

Student Learning Outcomes/Objectives:

This course is organized around 4 major concepts. For each concept, there is a course goal, 1-2 unit objectives, and 3-7 performance indicators. Course projects and assessments will be designed to measure your performance on these indicators. The table below provides the details for each concept.

Concept	Course Goals	Objectives	Indicators
1. Principles of Curriculum	Develop a philosophy for curriculum development	Identify and interpret factors that influence curriculum planning, development, and implementation	1.1. Define curriculum and hidden curriculum 1.2. Differentiate between subject centered, learner centered, teacher centered and society centered conceptions of curriculum 1.3. Identify sources of quality curriculum material 1.4. Write a rationale for the selection of curricular materials for a given program and students population
		Identify functions and implications of various curriculum designs	1.5. Describe various approaches to curriculum development (rational/process, cyclical, dynamic) 1.6. Identify at least three curriculum perspectives and compare their strengths and limitations
2. Development	Use theories of curriculum planning and development to design a curricular unit to be implemented in a familiar program	Design and defend a curriculum plan for a specified set of curriculum goals/objectives	2.1. Demonstrate an increased awareness of the sequence of steps in curriculum development 2.2. Identify the learner needs for a specific educational program 2.3. Write goals and objectives for a specific educational program 2.4. Identify or design research-based instructional strategies to teach a given set of learner needs 2.5. Demonstrate an ability to identify content knowledge required to meet a given set of learner needs 2.6. Organize learning experiences and content knowledge into appropriate scope and sequence to meet a given set of learner needs
3. Assessment	Define the role of assessment in curriculum and instructional decisions and design of assessments for use in specific situations	Describe types of assessments and identify examples	3.1. Distinguish between formative and summative assessment methods 3.2. Describe the function and purpose of formative and summative assessment methods 3.3. Identify assessment methods for each level of Bloom's Taxonomy 3.4. Identify appropriate assessment methods for a given set of learner needs
4. Pedagogy	Evaluate a number of approaches to pedagogy related to curriculum development	Identify research-based instructional delivery methods that enhance student learning and achievement	4.1. Describe common instructional design frameworks and models (experiential learning model, 5-E, Inquiry-based, problem-based, Gagne) 4.2. For a given educational purpose, identify the most appropriate design framework or model 4.3. Design instructional plans that follow a given design framework or model using research-based instructional strategies

Learning Environment:

This course will be delivered online in an asynchronous format. This means that we will not all meet online at specific class times, rather you will log onto Canvas and complete the course materials each week at your own pace. However, the course was designed to encourage active participation in the learning process. Course assignments will encourage you to engage with other students through short video posts and discussion boards. Your active engagement and willingness to engage in virtual conversations will make the course more useful and enjoyable for all of us.

Student's Responsibility

- Complete modules and assignments on time
- Be respectful of others
- Actively contribute to the learning activities
- Abide by the UT Honor Code

Instructor's Responsibility

- Evaluate all students fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Course Communications:

Communication for this course will primarily occur through Canvas, however, I strongly encourage you to email me directly (Jennifer.richards@utk.edu) with *questions or concerns*. All assignments **must** be submitted through Canvas in either Microsoft Office document formats (Word, PPT, Excel, Publisher) or a PDF, other formats will not be accepted. I will not accept assignments submitted through email.

If you have technical issues: [Contact OIT](http://help.utk.edu/footprints/contact) (<http://help.utk.edu/footprints/contact>)

Texts/Resources/Materials:

There is no required textbook for this course. Course readings will be posted to Canvas for each unit.

Course Requirements, Assessments, and Evaluations:

This course will be graded out of 100 total points. Detailed grading criteria will be provided for each individual assignment. Below is a table that lists each assignment, its point value and due date, as well as the course performance indicators the assignment is designed to measure.

Points	Assessments	Due	Unit	Indicators Measured
2	Reading Reflection 1	08/24/2018	1	1.1. Define curriculum and hidden curriculum; 1.2. Differentiate between subject centered, learner centered, teacher centered and society centered conceptions of curriculum
5	Introduction Video	08/29/2018	1	
2	Reading Reflection 2	09/05/2018	2	1.1. Define curriculum and hidden curriculum; 1.2. Differentiate between subject centered, learner centered, teacher centered and society centered conceptions of curriculum
5	What is Curriculum Activity	09/10/2018	2	1.1. Define curriculum and hidden curriculum; 1.2. Differentiate between subject centered, learner centered, teacher centered and society centered conceptions of curriculum
5	Finding Quality Curriculum	09/14/2018	2	1.3. Identify sources of quality curriculum material; 1.4. Write a rationale for the selection of curricular Materials for a given program and students population
2	Reading Reflection 3	09/17/2018	3	1.5. Describe various approaches to curriculum development (rational/process, cyclical, dynamic)
5	Video Presentation of Models	09/21/2018	3	1.5. Describe various approaches to curriculum development (rational/process, cyclical, dynamic)

5	Reflection of Models	09/26/2018	3	1.6. Identify at least three curriculum perspectives and compare their strengths and limitations
2	Reading Reflection 4	10/01/2018	4	3.3. Identify assessment methods for each level of Bloom's Taxonomy; 3.4. Identify appropriate assessment methods for a given set of learner needs
5	Dissecting Curriculum	10/05/2018	4	2.1. Demonstrate an increased awareness of the sequence of steps in development
5	Phase 1: Learning Needs	10/12/2018		2.1. Demonstrate an increased awareness of the sequence of steps in development; 2.2. Identify the learner needs for a specific educational program; 2.3. Write goals and objectives for a specific educational program
2	Reading Reflection 5	10/15/2018	5	3.1. Distinguish between formative and summative assessment methods; 3.2. Describe the function and purpose of formative and summative assessment methods
5	Assessment Examples for Blooms	10/19/2018	5	3.1. Distinguish between formative and summative assessment methods; 3.3. Identify assessment methods for each level of Bloom's Taxonomy
5	Phase 2: Assessment	10/26/2018		3.2. Describe the function and purpose of formative and summative assessment methods; 3.4. Identify appropriate assessment methods for a given set of learner needs
2	Reading Reflection 6	10/29/2018	6	4.1. Describe common instructional design frameworks and models (experiential learning model, 5-E, Inquiry-based, problem-based, Gagne);
5	Evaluating Instructional Models	11/02/2018	6	4.1. Describe common instructional design frameworks and models (experiential learning model, 5-E, Inquiry-based, problem-based, Gagne); 4.2. For a given educational purpose, identify the most appropriate design framework or model
5	Creating a Lesson Plan	11/09/2018	7	4.3. Design lesson plans that follow a given design framework or model using research-based instructional strategies
5	Phase 3: Pedagogy	11/14/2018		4.2. For a given educational purpose, identify the most appropriate design framework or model; 4.3. Design lesson plans that follow a given design framework or model using research-based instructional strategies
10	Phase 4: Final Product Video and Paper	11/26/2018		
5	Final Course Reflection	12/04/2018		
10	Reading Reflection Discussion Posts	All Semester		
3	Miscellaneous	All Semester		
100	Total Possible Points			

Grading Scale:

93-100	A
85-92	B
77-84	C
69-76	D
Below 69	F

Major Assignments and Projects

- **Reading Reflections (2 points each – Total of 12 points):** Throughout the semester readings will be assigned to provide additional background knowledge or context to units of study. With each reading, reflection questions or a discussion guide will be posted within the Canvas Discussion Board. Refer to the Reading Reflections Guide in each module for further details on expectations, how to post on the discussion board, and scoring criteria.
- **Reading Reflection Discussion Posts (10 points total):** After each Reading Reflection post on the Canvas Discussion Board, please read and respond to at least two other classmates' posts. You will also be asked to peer review Phases 1-3 of some of your classmates. Credit for responses and your peer reviews will be based on the following criteria:

Points	No Credit	¼ Credit	½ Credit	Full Credit
Quality of Post	No posting.	Responds, but with minimum effort. (e.g. "I agree with Bill")	Appropriate comments and responds respectfully to other's postings	Appropriate comments: thoughtful, reflective, and respectful of other's postings.
Relevance of Post	No posting.	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Posts topics that are related to discussion content	Posts topics related to discussion topic; prompts further discussion of topic
Contribution to the Learning Community	No feedback provided to fellow student.	Does not make effort to participate in learning community as it develops	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic

Rubric modified from: https://topr.online.ucf.edu/images/f/f0/IDL6543_Discussion_Rubric.pdf

- **Semester-long Curriculum Development Project (4 phases – Total of 25 points):** To demonstrate your mastery of course goals and objectives, you will complete a semester-long project that results in a detailed overview of a curriculum. This project will be divided into four phases: Phase 1: Learning Needs; Phase 2: Assessment; Phase 3: Pedagogy; and Phase 4: Final Product (video and paper). For further details on each phase, expectations, deliverables, and scoring criteria, please refer to the Semester-long Curriculum Development Project guide found under Course Materials on Canvas.
- **Video Presentations:** There will be a total of 3 video presentations that you will be expected to make over the course of the semester. The first is an Introductory Video, the second is a presentation about a specific curriculum model, and the third is part of your semester-long curriculum development project. You will receive detailed instructions for each of these presentation. Your video presentations may be in the format of you narrating a slide presentation or a head-shot of you talking.

To shoot your videos you will need:

- Personal Computer
- Source of light
- Quiet space to record
- USB Webcam with built in microphone (a webcam that shoots 720p with 16:9 ratio is recommended)

If you upload your video through Google slides, please make sure your presentation is set to public so that all students can access it without needing to request permission to do so.

- **Other Assignments:** Each of the other assignments for the semester were designed to allow opportunities to further explore and apply the knowledge and skills covered in each unit. For each assignment, you will receive detailed instructions describing the purpose, expectations, deliverables, and grading criteria.

Late Assignments: Unless stated elsewhere in the syllabus (i.e. Course Reflections, Class Participation) late assignments will be *penalized 5% per day up to a maximum of 25%*. If you have a legitimate problem completing an assignment, please contact me **before the assignment is due**.

University Policies:

Academic Integrity: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement: Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Disability Services: “Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

Your Role in Improving Teaching and Learning Through Course Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources For Students:

- [Undergraduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Graduate Catalog](#)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.