

CENTRAL MICHIGAN UNIVERSITY
GLOBAL CAMPUS
COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: EDU 705
Course Title: Theory and Practice in Curriculum Development
EPN: 22235467
Term: Summer II
Location: Durham College
Course Dates: 7/11, 7/12, 7/25, 7/26, 8/8, 8/9/2014
Course Days and Times: Fri 6:00PM-10:00PM; Sat 8:00AM-5:00PM;
Prerequisites: None.

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at <https://blackboard.cmich.edu/webapps/login/>.

Instructor: Joseph Mior
Primary Phone Number: Office: 705.324.9144 Ext. 3428
Secondary Phone Number: Home: 705.738.5025
E-Mail Address: mior1j@cmich.edu
Availability: Participants are encouraged to email or call (without hesitation) whenever there is a need.

Academic Biography:

Dr. Mior received an Honours B.A. in French Literature from York University (Toronto). Upon graduation he worked at Bell Canada as a Manager in the Commercial Department in various management positions until he joined Goldfarb Consultants in Toronto as a Senior Researcher/Analyst. At Goldfarb Dr. Mior conducted a number of major research projects for the Federal Government specializing in psychographic profiles and ethnicity in Canada.

After leaving Goldfarb Consults, Dr. Mior purchased and operated a dining room in Bobcaygeon, Ontario for eight years and concurrently operated Free Spirit Photographics (producing research material for the marketing field).

In 1986 Dr. Mior joined Fleming College where he has developed and teaches a variety of courses in the School of General Arts and Sciences. He has served three terms on the Board of Governors for the College.

Dr. Mior earned his M.A. from Central Michigan University and his Ed.D from OISE (University of Toronto) in the Community

College Leadership Program. He maintains a web site for this program as well as a research reference databases for Higher Education subjects (drjoe.ca).

Dr. Mior is currently under contract with two Canadian publishers to produce multimedia material for Psychology and Sociology textbooks as well as consulting in the production of various web sites.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at <http://bookstore.mbsdirect.net/cmuh.htm>

Textbooks and Course Materials:

Title: Designing Effective Instruction

Author: Morrison, Gary, Ross, Steven, & Kemp, Jerrold

Edition: 7th.

ISBN: 978-1-118-35999-0

Publisher: New Yoir: John Wiley & Sons, Inc.

Required: Yes

Course Reserves:

N/A

Required Materials:

N/A

Recommended Materials:

N/A

III. COURSE DESCRIPTION

Fundamentals of curriculum planning, development, implementation and evaluation.

IV. COURSE GOALS AND OBJECTIVES

C- Concept- and knowledge-driven: A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

LEA- LEArner centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.

R- Reflective practice relevant to diverse settings and roles: Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

After completing this course, the students will be able to:

1. Identify and interpret factors influencing curriculum planning, development, implementation and evaluation classroom. (LEA, R)
2. Write a rationale for the selection of curricular materials for a given program and students population. (C)
3. Make a critical analysis of the process of curriculum change in a given state, district, or school to highlight strengths and limitations and suggest lines of improvement. (LEA, R)
4. Identify at least three curriculum perspectives and compare their strengths and limitations with reference to a district, or school program she/ he is familiar with. (LEA, R)
5. Define subject centered, learner centered, teacher centered and society centered conceptions of curriculum, and describe their impact on instructional decision making in the classroom. (LEA, R)
6. Use theories of curriculum evaluation to write a rubric for assessing learning outcomes of a familiar district, state, or school curriculum unit or program. (LEA, R)
7. Use theories of curriculum planning and development to design a curriculum unit to be implemented in a familiar state, district, or school program. (LEA, R)
8. Compare the traditionalist and the re-conceptualists perspectives on curriculum development and their impact on classroom teaching and learning. (LEA, R)

V. METHODOLOGY

The methodology for this course will consist of a highly interactive seminar format in which students will participate actively in group discussions, case studies and debates, augmented by mini lectures and guest speaker presentations.

Group work will be modelled on the principles of collaborative (cooperative) learning. Students will be expected to do considerable reading and critical reflective analysis, contributing their insights, reflections and new learning in class and online.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

Reading Assignment – BEFORE the first Class:

Morrison, Ross & Kemp (required text) Chapters 1, 2 & 3.

Research four (4) readings/articles related to one aspect of curriculum development that you are interested in (past examples have included learning styles, mobile learning, authentic assessment). Review the readings and come prepared to present the highlights from the articles along with their relevance to your own practice or experience. These readings may be re-used for the completion of other assignments within this course.

Come to the first class weekend prepared to discuss your readings and findings in a small group setting and be prepared to collectively share your knowledge with the larger group. (No prior meetings as a group are required).

You will be required to submit a written brief summary (with appropriate references) to the course instructor.

Course Outline:

July 11 - 12, 2014 Weekend 1 (Chapters 1-3 of required text)

Overview - Reflective practice and curriculum perspectives

Curriculum design and principle perspectives

Discussion of preparatory reading from Morrison, Ross & Kemp

Participants' presentation of readings/articles

July 25 - 26, 2014 Weekend 2 (Chapters 4-9 of required text)

Curriculum Planning

Course/program design

In-class reports on interviews with curriculum planners

August 8 - 9, 2014 Weekend 3 (Chapters 10-16 of required text)

Evaluation of intended learning outcomes - formative and summative

Holistic curriculum/program evaluation - driven by learning outcomes

Presentation and discussion of curriculum units

Assignment

Assignment Due Dates:

July 11 - 12, 2014 Weekend 1

Come prepared to discuss your readings and research findings in a small group setting. You will collectively share your knowledge with the larger group. (No prior meetings as a group are required). You will submit a brief written summary (to the course instructor) of your research findings. The summary will be due at the end of the class on Saturday. The summary may be submitted in hard copy or electronically. Submission requirements will be discussed at our first meeting.

July 25 - 26, 2014 Weekend 2

Teaching Philosophy Reflection – A brief statement on personal goals/views of teaching philosophy.

Report (to base groups) on an interview with someone who has recently had responsibility for planning or revising curriculum and instruction at the course or program level. Report to include highlights and learning/surprises (10-15 minutes).

A **scholarly paper** (analytical and grounded in the literature) based on the interview, the developer's responses and theories/models studied of approximately 8-10 pages in length (double spaced) conforming to APA format.

August 8 - 9, 2014 Weekend 3

Curriculum plan for a minimum of 6 classroom/online hours of instruction.

A reflective paper (3-5 pages) connecting the plan with your philosophy of curriculum development after the final class. A

reflective paper (3-5 pages) connecting the plan with your philosophy of curriculum development.

Post-Class Assignment:

None

Student Involvement Hours:

Students will actively participate in class activities such as cooperative group discussions and individual writing during the scheduled class times.

The interview with a curriculum planner is to be done outside of class time and is anticipated to take no more than four hours. (It can be done anytime before Weekend Two when the report and paper are due).

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

To be eligible for at least a “C” range grade, course participants will attend all classes; participate in class discussions and complete assignments 1 and 2.

To be eligible for at least a “B” range grade, course participants will attend all classes; participate in class discussions and complete assignments 1, 2, and 3.

To be eligible for at least an “A” range grade, course participants will attend all classes; participate in class discussions and complete all assignments.

Grading Scale:

- A: 95-100%
- A-: 90- 94%
- B+: 85- 89%
- B: 82- 84%
- B-: 80- 81%
- C+: 75- 79%
- C: 72- 74%
- C-: 70- 71%

Late Assignments:

Late assignments will not be given full credit. Late assignments will be accepted only under documented extenuating circumstances with the prior approval of the instructor.

Make-ups and Rewrites:

Make-ups for missed time in class are only provided under documented extenuating circumstances and must be approved prior to class time.

VIII. EXPECTATIONS

Attendance and Participation:

Full attendance at each scheduled session is essential because of the compressed nature of this course and the experiential learning methodology based on the collaborative/ cooperative learning model.

Exceptional circumstances may arise where a participant will not be able to attend a portion of a class. Alternative makeup assignments will be required for any absences.

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in

the CMU Bulletin (<https://bulletins.cmich.edu/>).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at <https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Global Campus Library Services (GCLS)

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at <http://gcls.cmich.edu> for more information.

Reference librarian contact information:

1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: <http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx>

Documents on Demand office contact information:

1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: <http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx>

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit <http://webs.cmich.edu/writingcenter/>

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit <http://global.cmich.edu/mathcenter/tutoring-request.aspx>.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

A course web page will be available for this course which will include extensive bibliographic material.

Center Information

- Not Currently Available -