

Argosy University
COURSE SYLLABUS
E7340
Curriculum Design (K-12)

Faculty Information

Faculty Name: Dr. Donna Sonnenburg

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Office Hours: Generally, you can contact me by phone between 7:30 am and 5:00 pm Monday through Friday. In the event that I am not in my office, leave a message and I will usually return your call within 24 hours.

Faculty Bio:

Welcome to *Curriculum Design (K-12)*. My name is Dr. Donna Sonnenburg and I would like to share with you a little about my education, my career in education and some of my interests outside the life of education. My education background includes earning a BA in Liberal Studies with an English Option as well as a multiple subject teaching credential from California State University Hayward and a Masters of Education in Educational Management and a Doctorate of Education in Organizational Leadership from the University of La Verne.

My career in education began over 17 years ago. During the past 17 years I have enjoyed an array of experiences some of which I will share with you during our time together. Most of my teaching experience was at the middle school level where I taught 6th grade core, critical thinking, recreational reading, and 7th and 8th grade reading intervention. As a middle school teacher I served as a writing mentor, a model teacher, a partner teacher, Literacy Leader and many other leadership roles. All of these experiences helped me to develop my interest in school leadership. About ten years ago, after earning an administrative credential I was selected to be the assistant principal of West High School, a school with a population of about 3,000 students and approximately 100 teachers. A little over two years later, I accepted a position as an elementary school principal and am currently serving as the Director of Instructional Media and Curriculum for Tracy Unified School District and adjunct faculty for Argosy. In short, I have had a wonderful career in education and look forward to sharing those experiences with you as we work together.

My life outside of education is also rich. I've been married to my husband, Doug, for 40 years. We have two wonderful children, Tim and Questa, four grandchildren, and two great grandsons. One of my favorite activities is to spend a day on the golf course with my

husband and or grandchildren. It is typically a day of joy and laughter. The most joyous day on the golf course was when I got a hole in one on the 13th hole at Tracy Golf and Country Club. Yes, I'm proud to say that my name appears on a plaque in the clubhouse. My husband is still waiting for his hole in one. Alright, you just got a peek at my competitive side.

Course description:

This course focuses on the systematic design, implementation, and evaluation of instruction for grades K-12, examining both the knowledge and product approaches to systematic curriculum design and instruction. The course considers curriculum and instructional design models and evaluation methods and their practical application to primary and secondary education.

Required text:

Course Pre-requisites: None

Required Textbook:

Glatthorn, Allan. A., Boschee, F., (2009). Curriculum leadership: Strategies for development and implementation. 2nd ed. Sage Publications. ISBN: 1-4129-6781-3

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1.0 Research and Theory - Instructional Leaders make decisions based on research and supported theory. They apply their knowledge and skills to:

- 1.1 Analyze Achievement Data- Analyze student achievement data for instructional improvement.
- 1.2 Make Decisions - Make decisions about curriculum, instructional strategies, educational practices and materials, assessment and professional development that are based on sound research best practice, institutional data and other contextual information.
- 1.3 Performing - Design classroom research to find solutions to specific problems in academic achievement.
- 1.4 Improving Achievement - Use research and theory to plan, implement and evaluate curricular and instructional practices that support improved teaching and learning.

2.0 Communication and Informational Literacy - Instructional Leaders effectively communicate a vision of educational excellence to the learning community. They apply their oral and written language skills and their knowledge of informational literacy and organizational communication to:

- 2.1 Oral and written communication - Orally or in writing, present educational documents that are clear, concise, organized and well supported in a professional manner using media, including technology, appropriate to the education context and audience.
- 2.2 Organizational Communication - Build trust, gauge climate, assess perceptions, facilitate system processes associated with organizational communication and the promotion of a positive learning culture.
- 2.3 Information and other Literacies - Effectively support improved achievement, communicate educational messages and promote harmony, using multiple literacies (including information technology, knowledge of media, conflict resolution, emotional intelligence, etc.).
- 2.4 Professional Knowledge - Use and promote the use of a broad range of software applications and Web-based tools to measure, assess, and evaluate information, to enrich classroom instruction and to manage student information.
- 2.5 Integration - Demonstrate effective integration of instructional technology into the teaching and learning process and to manage the assessment and reporting of student learning.

3.0 Critical Thinking/Problem Solving - Instructional Leaders develop systems to check their own thinking, to reflect on present and past practices in considering the future and to analyze complex issues and to evaluate potential solutions. They apply their knowledge and skills to:

- 3.1 Critical Thinking - Analyze complex contemporary problems at the building level by gathering and assessing relevant information, considering open-minded alternatives, and presenting well-reasoned solutions and conclusions.

4.0 Collaboration - Instructional Leaders promote democratic values and social justice by respecting the ideas and gifts of those with whose care they are charged. They continuously seek improvement and apply their knowledge and skills to:

- 4.1 Instructional Teams - Build instructional teams within and among the various constituencies of the near educational communities (students, parents, teachers, social service organizations, and other educators) to design, implement and evaluate meaningful and effective actions directed at improved student achievement.
- 4.2 Families and Community - Work with families and various stakeholders to deal with issues faced by the educational community.

5.0 Instructional Leadership - Instructional Leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices and focuses on student achievement as the ultimate goal of the learning community. They apply their knowledge and skills to:

- 5.1 Curriculum Theory and Design - Synthesize and merge curriculum and instructional theory and curriculum design to plan, teach instructional programs that lead to improved student achievement.
- 5.2 Monitor and Evaluate - Monitor and evaluate classroom instructional processes, strategies, techniques and methodologies to improve student learning.
- 5.3 Professionalism - Lead and teach within a personal work ethic and professional educational dispositions.

- 5.4 Stewardship - Support the institutional vision of learning by managing classroom operations and resources in a way that promotes a safe, efficient and effective learning environment, giving priority to student learning and safety.
- 5.5 Broader Educational Community - Promote the success of all students by understanding, responding to and actively influencing the larger political, social, economic, legal and cultural contexts of education on the local, state and national levels.
- 5.6 Change and Reform - Respond to research-based educational change and reform.

6.0 Ethics/Principles - Instructional Leaders are bold in exhibiting and expecting accountability in integrity, fairness and ethical behavior. Their actions:

- 6.1 Integrity - Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 6.2 Fairness - Demonstrate their ability to combine impartiality, sensitivity to diversity and ethical consideration in interacting with all constituencies.
- 6.3 Ethical behavior - Demonstrate personal and professional values of their organizations and the ideals of our democratic society.

7.0 Diversity - Instructional Leaders appreciate the value of every individual and are committed to their success. They apply their knowledge and skills to:

- 7.1 Meeting Diverse Needs - Design and implement classroom policies and activities that capitalize on diversity to create a culture that promotes respect and success for all students.

8.0 Interpersonal Effectiveness - Students will develop positive relationship skills that promote personal and ethical professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- 8.1 Demonstrate effective speaking and empathic listening skills to promote the growth of self and others and to effect change.
- 8.2 Solicit and utilize feedback to build and maintain interpersonal and organizational relationships.
- 8.3 Facilitate consensus building among key stakeholders in interpersonal and organizational relationships.
- 8.4 Use effective communication skills to reduce conflict.
- 8.5 Analyze the impact of technological advances on interpersonal and organizational relationships.
- 8.6 Utilize effective communication and relationship skills in order to promote the growth of others and effect change.
- 8.7 Assess nonverbal communication in interpersonal and organizational relationships.

Course Objectives:

- 1) Describe selected definitions of “curriculum” and evaluate the implications and limitations of each.
- 2) Compare and contrast the procedures of curriculum development implied by selected curriculum theories.
- 3) Analyze selected evaluation models and create plausible interpretations regarding the uses and limitations of these models.
- 4) Construct a vertical and horizontal alignment of selected curriculum, focusing on district and state curriculum standards.

- 5) Develop a curriculum map that depicts a cohesive, consonant curriculum and scoring guides that measure student comprehension of concepts and skills.
- 6) Evaluate the potentials and pitfalls of recent curricular and organizational innovations on gifted, regular, and special needs learners, as well as teachers and administrators.
- 7) Design and present curriculum with real world connections appropriate to stated goals, settings and clientele, incorporating varied modes of instruction.

Assignment Table:

	Topics	Readings	Assignments
1	Types of Curriculum	On-line Lecture Glatthorn <ul style="list-style-type: none"> ▪ The Nature of Curriculum 	<p>Discussion Questions:</p> <p>1.1. Discuss formal vs. informal curriculum.</p> <p>1.2. Identify and evaluate a definition of curriculum.</p> <p>Assignments:</p> <p>1.1. Write a one-page autobiography.</p> <p>1.2 Field Experience: Develop an interview questionnaire for conducting an interview with a Curriculum Director (due in Module 4)</p> <p>1.3.. Project: Select an instructional unit and write a one-page paper describing the curriculum unit you have selected and your rationale for selecting this unit</p>
2	Curriculum in Early America Philosophical Foundations of Curriculum Contemporary Curriculum	On-line Lecture 1 Glatthorn <ul style="list-style-type: none"> ▪ Curriculum history: The perspective of the past ▪ Curriculum theory 	<p>Discussion Questions:</p> <p>2.1. Research the key events that shaped K-12 curriculum development in America. Of the various events, which one do you think has had the maximum positive impact on curriculum development?</p> <p>2.2. Examine impacts of the trend to develop curriculum</p>

			<p>that appeals to a wider variety of student learners.</p> <p>Assignments: 2.1. Field Experience Report: Conduct an interview using the questionnaire developed in module 1.</p> <p>2.2. Project: Instructional Unit—Analyzing the learners</p>
3	<p>Political Influences on Planning</p> <p>The Central Office Perspective</p> <p>Other Influences on Planning</p> <p>Aligning the Curriculum</p>	<p>On-line Lecture Glatthorn</p> <ul style="list-style-type: none"> ▪ The Politics of Curriculum ▪ Curriculum Planning ▪ Aligning the Curriculum 	<p>Discussion Questions: 3.1. Discuss the impact of psychological influences on curriculum development.</p> <p>3.2. Debate the pros and cons of bilingual education.</p> <p>Assignments: 3.1. Field Experience: Based on your learning from the interview, write a two-page paper describing what model of curriculum design is being implemented at the school.</p> <p>3.2. Project: Establishing Educational and Instructional Goals.</p> <ol style="list-style-type: none"> 1) Create educational goals for the instructional unit 2) Specify the instructional objectives
4	<p>Approaches to Curriculum Design</p> <p>Establishing Curriculum Goals</p> <p>Organizing Learning</p>	<p>On-line Lecture Glatthorn</p> <ul style="list-style-type: none"> ▪ Improving the Program of Studies ▪ Improving a Field of Study ▪ Processes for 	<p>Discussion Questions: 4.1. Compare and contrast the advantages and disadvantages of norm-referenced and criterion-referenced assessments</p> <p>4.2. Of the various curriculum development models in use, which one do you think is best suited for the K-12</p>

		Developing New Courses and Units	environment? Assignments: 4.1. Field Experience: completed assignment due 4.2. Project: Create two discrete learning activities
5	Curriculum Implementation Curriculum Evaluation Models Student Assessment Issues with Implementation	On-line Lecture Glatthorn <ul style="list-style-type: none"> ▪ Supervising the Curriculum: Teachers and Materials ▪ Curriculum Implementation ▪ Curriculum Evaluation 	Discussion Questions: 5.1. Discuss the pros and cons of standardized testing for student evaluation 5.2. Evaluate the relationship between student assessment and curriculum evaluation. Assignments: 5.1. Project: Identifying Instructional Resources Prepare a 2–3 page paper describing the instructional resources you selected for each learning activity. Explain how these resources will help you implement your objectives for your specified group of learners. In authoring this description, be specific in articulating why these instructional resources were of value. In making this description, consider the following: <ul style="list-style-type: none"> • What is the relationship between the instructional resources and the objectives of the learning activity? • What is the academic value of the resource i.e. does it represent the students' academic and

			<p>intellectual level?</p> <ul style="list-style-type: none"> • Are the activities sufficiently engaging for the student learner? Do they add context and value to the learning experience?
6	<p>Learning Styles</p> <p>Challenges of Teaching Diverse Classroom</p> <p>Differentiated Instruction</p> <p>Instructional Strategies</p>	<p>On-line Lecture Glatthorn</p> <ul style="list-style-type: none"> ▪ Individualizing the Curriculum 	<p>Discussion Questions:</p> <p>6.1. Research and summarize recent curricular innovations for gifted, regular, and special needs learners.</p> <p>6.2. Discuss at least three different instructional strategies that teachers can use to address the needs of a diverse classroom.</p> <p>Assignments:</p> <p>6.1. Project: Selecting an Instructional Methodology.</p> <ul style="list-style-type: none"> • Consider delivery methods such as lecture, cooperative groups, student-focused learning, modeling, monitoring, teacher demonstration, manipulatives, guided practice, direct instruction, online instruction, and whole group instruction. • Identify the instructional methodology that best suits your learners' needs. For example, assessment should inform the effectiveness of instruction and should be evident in your paper. The continuum is curriculum, instruction, assessment and improvement. Every improvement cycle should produce new

			<p>information on instruction.</p> <ul style="list-style-type: none"> • Explain briefly why you selected a particular methodology over two other methodologies. Remember the CIAI continuum.
7	Curriculum Trends	<p>On-line Lecture Glatthorn</p> <ul style="list-style-type: none"> ▪ Curriculum Development Across the Curriculum ▪ Current Developments in the Subject Fields 	<p>Discussion Questions:</p> <p>7.1. Compare and contrast the advantages and disadvantages of online and distance education with those of traditional schooling.</p> <p>7.2. Evaluate the degree to which NCLB legislation has impacted accountability in K-12 education.</p> <p>Assignments:</p> <p>7.1. Project: Constructing Assessments</p> <ul style="list-style-type: none"> • Create the assessment goals for your instructional unit. These assessment goals should indicate how students will demonstrate competency in the activities. • Create formal and informal assessments that map to your assessment goals. These assessments should evaluate the student on completion of objectives. Specific feedback processes should be identified to inform the learner of progress made. Informal assessment should capture learning benchmarks that build learning objectives. Assessments can occur through direct questioning, product focused learning, and

			<p>alternate data collection methods.</p> <ul style="list-style-type: none"> • Describe specific feedback processes to inform the learner of progress made. • Create pretests and posttests to evaluate student learning prior to and post the instruction. <p>Create a 3–4 page paper listing your assessment goals for the instructional unit. Explain how students will demonstrate competency in the activities. Additionally, describe the formal and informal assessments you will administer to students to assess completion of objectives. Also include the pretest and posttests.</p>
8	Instructional Assessment in the Classroom	On-line Lecture	<p>Writing Assignment:</p> <p>8.1. reflect on the autobiography you completed in Module 1 and answer the following questions:</p> <ul style="list-style-type: none"> • Have you achieved your goals for this course? • How will the knowledge gained from this course help you overcome challenges in K-12 curriculum design? (Refer to the challenges you submitted in the autobiography.) • What is the most important thing you learned from this course? • What information will be most relevant to you in

			<p>your work environment?</p> <ul style="list-style-type: none"> • How will you apply this new knowledge? <p>Project Final Submission:</p> <ol style="list-style-type: none"> 1. Write a one-page paper describing the curriculum unit you have selected and your rationale for selecting this unit (Module 1) 2. The completed learner analysis template (Module 2) 3. A one-page paper listing the educational goals and instructional objectives for your instructional unit (Module 3) 4. A 3–4 page document describing a) the learning activities you have created for your instructional unit, b) how they map to the instructional objectives, c) which learning theory best suits the needs of your learners and why and d) how the learning activities adhere to the principles of this learning theory (Module 4) 5. A 2–3 page paper describing the instructional resources you selected for each learning activity, and how these resources will help you implement your objectives for your specified group of learners (Module 5)
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Grading Criteria

*Grading Scale**

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

**A grade of “B-” or better mandatory in all required*

Grading requirements

<i>Discussion Questions</i>	340	41%
<i>Weekly Project Assignments</i>	320	38%
<i>Field Experiencer</i>	88	11%
<i>Attendance</i>	80	10%
	828	100%

is courses.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format.

Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.