

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDF 8353

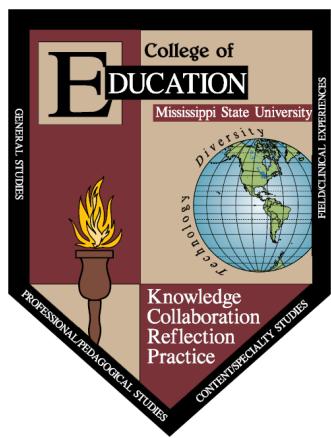
Course Title: Principles of Curriculum Development

Credit Hours: 3 semester hours

Type of Course: Lecture

Catalogue Description: An examination of principles, problems, and practices influencing curriculum planning; relationships between elementary and secondary curricula; and research in general curriculum problems.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Students will further develop an awareness and comprehension of typical American public school curricular patterns, sequences, and organizations. InTASC #1; **CFPO # 1, 5, 8**
2. Students will further develop their ability to conceptualize the patterns and models of elementary, special, and secondary curricula. InTASC #1; **CFPO # 1, 5**
3. Students will continue to grow in their understanding of the philosophical, historical, social, political, and theoretical forces which have shaped the curricula of American public schools and which are shaping the curricula of the next decades by conducting historical research using a variety of data gathering methods. InTASC #2; **CFPO #1, 7, 8**
4. Students will learn to plan and conduct needs assessment studies in which they must interview persons and groups, and identify patterns which shape current and future curricula. InTASC #1, 2, 3, 5; **CFPO #1, 3**
5. Students will learn how to organize effectively and manage faculty groups to study and modify curricula. InTASC #8, 6, 9; **CFPO #1, 3**
6. Students will be provided opportunities to learn the characteristics of effective curricular leaders and directors. **CFPO #1, 3**
7. Students will continue to develop the ability to relate curriculum to instruction and personnel practices. InTASC #3, 4; **CFPO #7**
8. Students will continue to develop their awareness of and ability to apply the general principles of curricular organization and development. **CFPO #8**
9. Students will further develop expertise in selecting materials disseminating information, curricular planning, and in writing revised curricular materials. InTASC #2; **CFPO #6, 11**
10. Students will present project findings and results through the use of PowerPoint, and collaborative group efforts. InTASC # 5, 4, 6; **CFOP #10**

Topics Covered in Course:

1. Historical, social, political, religious, and philosophical influences and bases of modern public school curricula (Gutek, 2008; Hewitt, 2007; McNeil, 2005; Oliva, 2008; Ornstein & Hunkins, 2008; Solomon, 2009; Tozer, Senese, & Violas, 2008; Solomon, 2009; Wiles, 2005; Wiles, 2008). (5.0 clock hours)
 - a. Historical influence on current curricula
 - b. Social and community influence on curricula
 - c. The struggle for political control of the schools Bviewed by some as control of the future

- d. Influences of religion and ethics on curricula
 - e. Philosophical bases of general studies and of specialization
 - f. Ethnic influences in curricular decisions
 - g. Influences of federal and state pressure on the curricula
- 2. Theoretical bases of existing and possible public school curricula (Mentkowski, 2000; Ornstein & Hunkins, 2008; Sowell, 2005; Tanner & Tanner, 2007; Wiles & Bondi, 2010). (4.0 clock hours)
 - a. Curricular patterns, models (scope, sequence, and articulation patterns), and designs
 - b. Systems approaches in curricular designing and planning
 - c. Characteristics of effective curricular designs and models
 - d. Tyler, Taba, Oliva, and Taylor-Alexander-Lewis models
- 3. Curricular planning (Lemlech, 2006; Marsh & Willis, 2007; Ornstein & Pajak, 2006; Posner & Rudnitsky, 2006; Tanner & Tanner, 2007; Wiles, 2009). (4.0 clock hours)
 - a. How to conduct a self-study
 - b. Faculty roles and involvement in curricular Sources of primary and secondary data needed for effective curriculum planning matters
 - c. Involving community and students in curricular planning
 - d. The curriculum council and its work
 - e. Systematic and continuous curricular assessment and modification
 - f. Follow-up studies
- 4. Curricular leadership (Parkay, Hass, & Anctil, 2010; McNeil, 2005; Oliva, 2008; Orstein & Pajak, 2006; Wiles, 2009) (4.0 clock hours)
 - a. Leadership roles and functions of central office curricular workers
 - b. Teachers and principals as curricular leaders
 - c. Collecting data and decisions making as part of the leadership function
 - d. The curriculum council as the leadership group in curriculum work
 - e. Resource persons as curriculum leaders
- 5. Selection and implementation of curriculum designs.(Goodlad, 1984; Hlebowitsh, 2005; Lemleh, 2006; McNeil, 2005; Ornstein & Hunkins, 2008; Posner & Rudnitsky, 2006; Tanner & Tanner, 2007). (4.0 clock hours)
 - a. Subject matter/discipline
 - b. Specific competencies/technology
 - c. Human traits/processes
 - d. Social functions/activities
 - e. Individual needs and interests/activities
 - f. Organization patterns
 - g. Services for special populations
- 6. The relationship of curricula, media, and instruction (Banks, 2006; Gay, 2000; McNeil, 2005; Mentkowski, 2000; Tanner & Tanner, 2007; Thorsen, 2006) (4.0 clock hours)
 - a. Learning theories
 - b. Instructional theories and models
 - c. Pedagogical practices

- d. Selecting appropriate media
 - e. Analysis of teaching processes
7. Revising courses of study. (McNeil, 2005; Ornstein & Hunkins, 2008; Tanner & Tanner, 2007; Williams, 2003) (4.0 clock hours)
- a. The course of study
 - b. The teaching unit
 - c. The resource unit
 - e. Developing better goals and objectives
 - f. Choosing more appropriate materials
 - g. Organization for revision of the curriculum
8. Continuous curricular study and evaluation (Armstrong, 2003; Ornstein & Pajak, 2006; Wiles, 2009) (4.0 clock hours)
- a. Basis for evaluating the effectiveness of a curriculum
 - b. Long-range assessments
 - c. Follow-up studies
 - d. Teacher and student surveys
 - e. Standardized testing
 - f. Accountability
 - g. Public perception
9. The dynamics of planned change (Tanner & Tanner, 2007; Ornstein & Pajak, 2006; Parkay, Hass, & Anctil, 2010; Wiles, 2009) (4.0 clock hours)
- a. The change process
 - b. The curriculum worker as change agent
 - c. The steps in promoting change
 - d. Community relations during periods of change
10. Curriculum planning processes in a dynamic social and political milieu (Brandt, 2000; McNeil, 2005; Marshall, Sears, & Schubert, 2000; Ornstein & Hunkins, 2008) (4.0 clock hours)
- a. Influences of teacher militancy
 - b. Collective bargaining and agreements
 - c. Student militancy
 - d. Community unrest and malaise
 - e. Pressure groups
11. Looking to the future(Brandt, 2000; Ornstein& Hunkins, 2008; Parkay, Hass, & Anctil, 2010; Wiles & Bondi, 2006) (4.0 clock hours)
- a. Influence of technology
 - b. Urban life
 - c. Migration to the sunbelt
 - d. Declining resources
 - e. Changing social needs
 - f. Fewer children, more adults

Text (Required):

Oliva, P.F., & Gordon, W.R. (2013). *Developing the curriculum (8th edition)*. New York: Pearson Education, Inc.

Methods of Instruction:

A variety of instructional methods will be used to teach this course. Each class will involve a review and discussion of the assigned reading materials and a discussion of out-of-class assignments. Emphasis will be placed on writing in and out of class and working cooperatively with peers.

Suggested Student Activities:

1. Each student is responsible for mastery of the basic text and readings from other current literature.
2. Each student may do the assigned needs assessment or curricular development projects.
3. Each student will make class presentations using technology, as required. These may be individual, group, or both.
4. Four in-depth papers, appropriately documented, are required.
5. Each student may design an appropriate curriculum committee pattern for the institution by which they are employed.
6. Each student will select a model of curriculum development which he or she feels is appropriate for their institution and justify this selection.
7. Each student will develop and revise his or her educational philosophy.

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

For more on the honor code, visit <http://students.msstate.edu/honorcode/>

Technology:

Technology will be utilized throughout the course. All assignments require the use of technology. Technology failures (i.e. a frozen hard drive, an erased disk, an out-of-ink printer, a lost thumb drive, etc.) are not valid excuses for late or missing assignments. It is YOUR responsibility to create multiple back up copies of all written assignments, to keep your printer operational, and to leave enough time to respond to problems.

Diversity:

Diversity is an essential element of this course and will be addressed in all content.

Disability Statement:

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

There is no field component for this course.

Evaluation of Student Progress:

1. Two examinations (essay/discussion format) will be given.
2. Projects, research papers, and class presentations.
3. Quality of class participation.

Bibliography:

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Brandt, R. S. (2000). *Education in a new era*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.

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Gutek, G. (2008). *New perspectives on philosophy and education*. Upper Saddler River, NJ: Prentice Hall.

Hewitt, T. (2007). *Understanding and shaping curriculum*. Thousand Oaks, CA: Sage Press.

Hlebowitsh, P. S. (2005). *Designing the school curriculum*. New York: Pearson Education, Inc.

Lemlech, J. K. (2006). *Curriculum and instructional methods for the elementary and middle school* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.).

Upper Saddle River, NJ: Merrill/Prentice Hall.

Marshall, J. D., Sears, J. T., & Schubert, W. H. (2000). *Turning points in curriculum: A contemporary American memoir*. Upper Saddle River, NJ: Merrill.

Mentkowski, M. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco, CA: Jossey-Bass.

McNeil, J.D. (2005). *Contemporary curriculum: In thought and action* (6th ed.). New York: Wiley.

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Ornstein, A.C., & Hunkins, F. P. (2008). Curriculum: Foundations, principles, and issues (5th ed.). Boston: Allyn and Bacon.

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Parkay, f. W., Hass, G. H., & Anctil, E. J. (2010). *Curriculum leadership: Readings for developing quality educational programs*. New York: Allyn and Bacon.

Posner, G. J., & Rudnitsky, A. N. (2006). *Course design: A guide to curriculum development for teachers*. New York: Pearson Education, Inc.

Solomon, P. (2009). *The curriculum bridge: From standards to classroom practice*. Thousand Oaks, CA: Corwin Press.

Sowell, E. J. (2005). *Curriculum: An integrative introduction*. Upper Saddle River, NJ: Pearson.

Tanner, D., & Tanner L. (2007). *Curriculum development: Theory into practice*. Englewood Cliffs: Merrill Education/Prentice Hall.

Thorsen, C. (2006). *Techtactics: Technology for teachers*. New York: Pearson Education, Inc.

Tozer, S., Senese, G., & Violas, P. (2008). School and society: Historical and contemporary perspectives. New York: McGraw-Hill.

Wiles, J. (2005). *Curriculum essentials* (2nd ed.). Boston: Allyn and Bacon.

Wiles, J. (2008). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press.

Wiles, J. (2009). *Developing successful K-8 schools*. Thousand Oaks, CA: Corwin Press.

Wiles, J., & Bondi, J. (2010). *Curriculum development--A guide to practice* (8th ed.).

Columbus, OH: Merrill.

Williams, B. (2003). *Closing the achievement gap*. Washington, D.C.: ASCD.

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