

TMCC Syllabus
EDUC 329 Curriculum Planning and Evaluation
Fall 2015

Instructor: Kristie R. Dionne
Office Phone: 477-7851 ext. 2181
Office: Room 219 8:00-4:30
Email: kdionne@tm.edu
Class: 3 credits
Mondays & Wednesdays 9:00-10:20
Room 216 TMCC

Course Description: Curriculum Planning and Evaluation addresses the systems and collaborative approaches used in developing curricula, thematic units and lesson plans. Through research students will explore how learning theories are implemented in commercial textbooks, curriculum guides and multi-media materials. Students will be required to evaluate existing curricula at various grade levels.

Rational: This Curriculum Planning and Evaluation class is intended to prepare future educators in the area of curriculum planning, using curriculum maps, researching and reviewing various methods of classroom evaluation.

Cultural Relevancy of Course Content: During the process of the course Curriculum Planning and Evaluation, participants and the instructor will explore the ways that classroom teaching includes culture. Anishinabe, as well as other cultures will be explored. Students will have the opportunity to visit area schools (Practicum) and observe how culture is embedded into the school and classroom curriculum.

Instructional Objectives:

1. **Describe** and **apply** the guiding principles of a constructivist philosophy in the development of curriculum.
2. **Compare and Contrast** curriculum theories across time and among philosophical aims in order to analyze implications for curriculum development.
3. **Produce/create** and implement curriculum, unit, and lesson plans that fully describe both methods and materials to be used.
4. **Design** and utilize curriculum planning that incorporates a range of models of assessment.
5. **Engage** in reflective self-assessment and develop a system for self-assessment as a practicing teacher.
6. **Relate** instructional goals, materials, and actions to state standards.

Required Text:

Hale, Janet A. (2008). *A Guide to Curriculum Mapping*. Corwin Press.

Required Materials: 3 ring binder, note taking supplies, Common Core State Standards and benchmarks (DPI), and laptop (bring to class)

Methods of Instruction: Discussion, direct instruction including lecture and power point, small group work, peer teaching, student demonstrations and presentations, individual work, and field-based applications.

Students with Special Needs: Requirements: If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and office hours are 8:00-4:30 Monday through Thursday, Friday by appointment. If you plan to request disability accommodations, you are expected to register with the TMCC Counselor, Tammy Morin. (Rm. FA 103) 477-7947.

Attendance/Class Participation: Regular attendance is mandatory. Please be on time and plan to stay the entire class period. Class participation will count toward your grade. Points will be deducted for tardiness and/or leaving early. Always notify the instructor, by phone, email or in person, if you will be absent. Please shut your cell phones off during class.

Excused/Unexcused Absence: Loss of five (5) class participation points.

Excused absence: Absences must be made in advance unless it is an emergency situation. Please call or email me.

Unexcused Absence: Absences not made in advance.

Assignments: Assignments must be completed as assigned and “ON TIME.” No late work will be accepted unless preapproved by the instructor. Points will be deducted for late work that has been preapproved. Zero points will be given to all other late work. In class assignments may be hand written. Out of class assignments should be typed in size 12 font, using APA format, with all sources cited. Assignments will be graded on accuracy in punctuation, content, spelling appropriate grammar, and sentence and paragraph structure.

Class Participation/Observation: 5 points per class (5x28=140 pts)

Class Assignments: Papers/Reflections (1x36=36 pts)

Final Exam (50 pts)

Final Presentation- Curriculum Map (100 pts.)

Unit Plan (100 pts.)

1 Lesson Plan/Presentation (56 pts.)

Total Points: 482 pts.

Grading:

A= 100-90%

B= 89-80%

C= 79-70%

D=69-60%

F=59% or less

Statement of Academic Honesty: Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs.

Course	ND Standards	Objectives	Artifacts	INTASC
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<p>EDUC 329 Curriculum Planning and Evaluation</p>	<p>50015.2i; 50015.3a</p>	<p>Describe and apply the guiding principles of a constructivist philosophy in the development of curriculum. Relate instructional goals, materials, and actions to state standards. Compare and Contrast curriculum theories across time and among philosophical aims in order to analyze implications for curriculum development. Produce/create and implement curriculum, unit, and lesson plans, that fully describe both methods and materials to be used. Design and utilize curriculum planning that incorporates a range of models of assessment. Engage in reflective self-assessment and develop a system for self-assessment as a practicing teacher.</p>	<ul style="list-style-type: none"> ◆ Reflect/summary paper ◆ Graphic organizers ◆ Lesson plans ◆ Handouts ◆ Unit plans ◆ Curriculum Maps ◆ Evaluation Exams ◆ Curriculum Planning and Evaluation Resource Portfolio ◆ Final Exam ◆ Final Project 	<p>#1 Learner Development</p> <p>#2 Learning Differences</p> <p>#3 Learning Environments</p> <p>#4 Content Knowledge</p> <p>#5 Application of content</p> <p>#6 Assessment</p> <p>#7 Planning for Instruction</p> <p>.</p>
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Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1-August 24 & 26	Introductions Course Requirements/Expectations Syllabus/Emails Pretest	Read Chapter 1 in Hale Class Participation/Observation (5pts.)
Week 2-August 31 & Sept. 2	Who makes Curriculum? Roles and Levels of Decision Making Theorists DPI- Standards/Common Core Standards	Read Chapter 2 in Hale Class Participation/Observation (5pts.)
Week 3-September 9	Curriculum in the Context of School Reform Four Types of Curriculum Maps Lesson Plan Development	Read Chapter 3 in Hale Class Participation/Observation (5 pts.)
Week 4-September 14 & 16	Constructivist and Activity Curricula Theorists Developing Curriculum Maps Lesson Plan Development	Read Chapter 4 in Hale Class Participation/Observation (5 pts.)
Week 5-September 21 & 23	Personal Development in the Academic Context Elements in Curriculum Maps Differentiated Instruction-Handout Lesson Plan Development	Read Chapter 5-6 in Hale Class Participation/Observation (5pts.)
Week 6-September 28 & 30	Lesson Plan Development Diary/projected maps Types of Maps- consensus/essential maps Curriculum Maps- presentation by instructor	Read Chapter 7-9 in Hale Class Participation/Observation (5pts.) Reflection Paper #1- Due Oct. 7 (36 pts.)-interview several teachers about curriculum
Week 7-October 5 & 7	Lesson Plan Development Creating/refining curriculum maps Using Curriculum Maps Curriculum Design Work on Curriculum Maps	Read Chapter 10 in Hale Class Participation/Observation (5 pts.)
Week 8-October 14	Work on Curriculum Maps	Class Participation/Observation (5 pts.)
Week 9-October 19 & 21	Curriculum & Planning Assessment in the Context of Constructivism Learning Styles/Multiple Intelligences Theorists Work on Curriculum Maps	Class Participation/Observation (5 pts.)
Week 10-October 26 & 28	Work on Curriculum Maps Unit Plans-Presentation by instructor	Class Participation/Observation (5 pts.)
Week 11- November 2 & 4	Work on Curriculum Maps -DUE Work on Unit Plans	Class Participation/Observation (5 pts.)

Week 12-November 9	Lesson Plans-Presentation by instructor Work on Unit Plans/Lesson Plans	Class Participation/Observation (5 pts.)
Week 13-November 16 & 18	Work on Unit Plans/Lesson Plans	Class Participation/Observation (5 pts.)
Week 14-November 23 & 25	Final Presentations/Curriculum Maps/Unit Plans/Lesson Plans	Class Participation/Observation (5 pts.)
Week 15-November 30 & Dec. 2	Final Presentations/Curriculum Maps/Unit Plans/Lesson Plans	Class Participation/Observation (5 pts.)
Week 16-December 7	Final Presentations/Curriculum Maps/Unit Plans/Lesson Plans (256 pts.) Final Essay Exam- Chap. 11-12 in Hale (50 pts.)-Take home due Dec. 7	Work on Curriculum Maps Class Participation/Observation (5 pts.)