

ASU College of Education  
Department of Curriculum and Instruction  
CI 6320/EDG 6300 Curriculum Development  
Course Syllabus –

**Professor/Instructor:** Kim Livengood

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**Office:** CARR 126

**E-Hours:** M-T 9:30 AM – 10:30 AM & 2:00 PM – 3:00 PM and by appointment

**CI 6320/EDG 6300 Curriculum Development**

**Day(s), Time & Location:** Online

**Course Description:**

Learn to design curriculum appropriate for all students using feedback from continuous and appropriate assessments. Design lessons that are based on valid learning theories, have clear goals and objectives, consider student diversity, and account for external influences.

**Required Text:**

None

**Learning Objectives and Outcomes:**

By the end of the course, the candidate will:

- Define Curriculum and hidden curriculum.
- Describe types of curriculum planning that are conducted at different levels.
- Describe curriculum planning, curriculum development, curriculum improvement, curriculum revision, curriculum reform, and curriculum evaluation.
- Outline the levels and types of needs of students and society.
- Describe the steps in conducting a needs assessment.
- Construct an instrument for conducting a curriculum needs assessment.
- Distinguish between objectives and goals.
- Write goals and objectives.
- Identify sources of curriculum material.
- Describe types of assessments and identify examples.
- Define pre-assessment, formative evaluation, and summative evaluation describing the purposes of each.
- Design test/evaluation questions.
- Explain the difference between norm-referenced and criterion-referenced measurement and the purpose.
- Define style, model, method and skills of teaching and state how each relates to the selection of instructional strategies.

- Specify curriculum goals/objectives and then design and defend a curriculum organization plan.

### **Competencies/Standards:**

You can find a copy of the Master of Arts in Curriculum & Instruction INTASC in Blackboard.

### **Methods of Instruction:**

Since this course is primarily online, the students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another.

Candidates are responsible for participation in discussion boards, blogs, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

### **Course Requirements:**

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. **Candidates' Participation:**

Candidates should participate actively and enthusiastically in all online discussions. Readings and school experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

2. **Candidates' Written Work:**

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3. **Candidates' Communication:**

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

**Required Readings:**

Provided in the Modules in Blackboard.

**Evaluation:**

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%

B= 80-89%

C= 70-79%

All activities should be submitted as scheduled. A 5% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor's discretion.

**Final Examination:**

For the final exam, you will analyze assessment questions.

**Communication:**

Candidates must communicate with all instructors via the ASU e-mail system. Candidates must also access and use Blackboard, Rampart, e-mail and Task Stream. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day. Make sure you have access to the MA in C&I Organization on Blackboard for access to additional information.

**Research writing style.**

In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

If a template is provided follow those instructions.

**Assignments:**

More detail and specific due dates for assignments will be posted in Blackboard.

<b>Assignment</b>	<b>Description</b>
Introductory Discussion Post	Introduce yourself and post a picture.
Curriculum Definition Post	Write an operational definition for the word curriculum and hidden curriculum.
Models of Curriculum Development Wiki	Compare and contrast the models of curriculum development.
Types of Assessment Paper	Identify, evaluate and discuss the different types of assessments.

Goals and Objectives Assignment	Develop goals and objectives for a resource unit.
Learning Log of Strategies	Create a list of possible strategies for a resource unit.
Resource Guide	Develop a resource unit.
Types of Questions Chart	Discuss the advantages and disadvantages of the types of questions on assessments.

### **Attendance Policy:**

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each candidate is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to two other candidate's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

### **Persons Seeking Accommodations:**

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

### **Academic Honesty:**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

### **Class Schedule**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Due Dates</b>	<b>Assignments</b>
1	8/27	What is curriculum?	8/31	Introductory Post
2	9/3	What are the models for Curriculum Development?	9/5	Curriculum Definitions Post
3	9/10		9/16	Models of Curriculum

				Development Wiki
4	9/17	What is a goal, objective and assessment?		
5	9/24		9/26	Types of assessment Paper Goals and Objectives
6	10/1	What strategies should be used?	10/3	Learning Log of Strategies
7	10/8	How should curriculum be organized and implemented?	10/12	Resource Guide
8	10/15	What are curriculum Evaluation Models?	10/17	Types of Questions Chart