EDCI 604
Curriculum Development
Western Carolina University
Kingston, Jamaica
May 25 – June 3, 2009
August 17 – 21, 2009

Instructor: Dr. Eleanor Blair Hilty
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Office Hours: Appointments available upon request.

Conceptual Framework:
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and fostering the responsible use of technology.

This course provides knowledge of curriculum development, examination of the values and ethics inherent in curriculum issues, and experiences studying curriculum implementation through observations and interviews with field-based educators.

Course Description:
This course is a foundational course in education. As such, the class will explore the historical precedents for current curricular decisions and disputes. Curriculum is the site for most contemporary public contests about ideology, and curricular decisions are frequently ideological decisions. The class will examine both the formal curriculum of public schools, as well as the rich, informal and sometimes hidden curriculum that exists in all public institutions. In this class, we will explore how both the formal and "hidden" curriculums are reinforced, and how mastery of both is a prerequisite for success. It is assumed that students in this class will have some experience with course design and a basic familiarity with a variety of curriculum materials and curriculum standards. This class will highlight the ways in which "official knowledge" achieves legitimacy through an official or standard course of study.

Finally, we will look at how practitioners have gone about the work of developing curriculum and assessing its merits, how teachers and administrators and others working in public institutions can, do, and should engage in curricular development and decision-making, and how they can assess adequately the results of their decisions.

Catalogue Description: EDCI 604—Fundamentals of curriculum planning with special emphasis on relating research, theory, and practice.
Textbooks:


Course Objectives:
When students finish this course, they will have studied, examined and developed an understanding about:

- The relationship between the aims of education and curriculum practices.
- The meanings of curriculum and the varieties of types of curricula.
- The principles of curriculum theory.
- The historical, philosophical, social and political factors that influence curriculum development and implementation.
- School reform movements.
- The impact of culture and diversity on curriculum development.
- The influence of expectation on curriculum opportunities and student achievement.
- Accountability and Standards-Based Reform Movements.
- Evaluation—its purposes and power.
- Trends and issues in curriculum theory and practice.

Diversity Statement: Diversity in our society and schools is an important part of our history a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Academic Honesty Policy:
All work for this class should utilize APA Style for format and reference citations.

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Students are expected to adhere to the highest standards of academic honesty in all classes. Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course.

Academic dishonesty includes the following: Cheating, Fabrication, Plagiarism, and Facilitation of Academic Dishonesty. These terms and procedures for cases involving allegations of academic dishonesty are described in the current WCU Student Handbook. Any student in this class found guilty of academic dishonesty will automatically receive a failing grade in the class.

Technology Requirements: Students are expected to take responsibility for becoming familiar with the technical skills and requirements for a successful online learning experience.

Clinical and/or Field Experience Component: None
Evaluation Procedures:

- Discussion and participation in Class Activities. (150 pts).
  - Attend each class, arriving on time and willing to move furniture (or other unconventional shifting) when necessary. Please be aware that if you arrive late for class, you will be penalized in the following manner: 15 – 30 minutes late, you will lose 3 pts; an hour late...you will only receive 1/2 or your points for that class; 2 hours late would grant you none of your points and any student absent will receive no points...you cannot make up what we do in class, SO DON'T ASK. 😎
  - Be an active and informed participant in class discussions.
  - Read and think about the assigned materials prior to class.
  - Prepare and hand-in assignments on the date due.
  - Understand that what you think you know when you come to class each week may change.
  - Arrive with a mind open to the ideas of others.

- Discussion Cards: Using 5" x 8" Index Cards (Ruled) (50 pts);
  For designated class meetings, you need to prepare, in advance a Discussion Card with the following information. Be sure that your name and appropriated date, and chapter appear on your cards.
    - Two questions you want to raise and discuss based on the readings
    - A quote from the reading you would like to discuss or/
    - An informational fact that you found interesting and would like to discuss.
    - And, a consideration of the case study assigned for that day.

IMPORTANT: It is your responsibility to get your item(s) discussed in the small group setting. Record interesting comments related to your discussion items on the back of the card. DO NOT ASK QUESTION THAT CAN BE ANSWERED BY CONTINUING TO READ OR SIMPLY READING THE CHAPTER! The discussion card will require that all students participate in class discussions, and refrain from private conversations when other members of the class are speaking. The professor or the facilitator will determine who has the floor, but after the floor has been granted it is the responsibility of all to listen to our colleague. The purpose of the discussion card will be for students to communicate with the professor and class, areas of interest based on what they have read. It also solicits responses about a particular topic, from other students in the class. In the even that a student misses class it is expected that they will submit the discussion care on the following class session. In the event that a student misses class and gets the notes off of someone else that student must be notified and given credit.

- Each student will take an exam over the material covered in the Walker and Solitis Book. (50 pts)

- Students will be asked to prepare Book Review for the Cowhey Book. (50 pts total) (Book Review is due on August 17)

- Each student will be asked to prepare a Research Project/Prospectus that examines in-depth a curriculum issue or topic where there are contested opinions. A prospectus describing the selected topic and identifying at least 3 potential research references is DUE no later than June 1. (Prospectus 50 pts/ Research Project and Final Presentation 150 pts/ Research Project 200 pts total).

All work for this class should utilize APA Style for format and reference citations. Please take the time to learn how to properly use APA Style...I do expect graduate students to learn how to “weave” the ideas of others into their work, and I do find it personally offensive when students ignore my request that they use APA Style. Students are expected to adhere to the highest standards of academic honesty. Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course. Any student in this class found guilty of academic dishonesty will automatically receive a failing grade in the class...no excuses and/or exceptions will be considered.

STUDENTS MAY EARN A TOTAL OF 500 PTS AND GRADES WILL BE BASED ON THE FOLLOWING PERCENTAGES OF THE TOTAL POSSIBLE POINTS:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
Below 70 % is a Failing Grade