

Western Carolina University
Jamaican Program

Course Title EDCI 604 -- Curriculum Development

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Text *Developing a Quality Curriculum* by A. Glatthorn
This is an old book, but we use it because it provides a framework for building and developing a curriculum. A pdf of the book is in Blackboard. [Read it before October 10.](#)

Supplemental Text *The Six Virtues of the Educated Person* by J. Casey Hurley, Rowman and Littlefield Education, 2009
ISBN 978-1-60709-275-9

This book can be ordered at www.sixvirtues.com
A pdf of the book is in Blackboard. Read it before October 10.

Conceptual Framework Statement

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 the fostering of the responsible use of technology.

General Description

This course explores curriculum development theories and Jamaican curriculum. (3 credits).

Jamaican Relevancy

Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

General Course Objectives/Competencies:

- to explore curriculum development theory and practice.
- to develop curriculum for Jamaican schools.
- to use the internet to find curriculum materials and resources,
- to understand social science and aesthetic approaches to curriculum development.

Specific Competencies

At the successful completion of the course, students will be competent in the following knowledge and skill areas.

Knowledge areas:

- Curriculum Development Theory
- Jamaican Curriculum
- The social science approach to curriculum development
- An aesthetic approach to curriculum development

Skill areas:

- Develop and select instructional content and resources
- Prepare lesson plans
- Use the internet to access curriculum resources
- Evaluate/Assess curricula

Diversity Statement:

This course presents information about curriculum theory, development and assessment in America and Jamaica. Students explore the relationship between culture and curriculum. The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.

Accommodations for Students with Disabilities:

Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services. The letter received from Student Support Services should be presented as documentation to the instructor as early in the course as possible.

Academic Honesty Policy:

All work for this class should utilize APA Style for format and reference citations.

Students must adhere to academic honesty in their work. If plagiarism is evident, the student will receive no credit for the assignment and may receive a failing grade for the course.

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:

The course is a hybrid course. The face-to-face portion orients students to the internet services and resources available to WCU students. After October 21, the course is completed online as students post to discussion boards, submit assignments, and deliver reports during GoToMeeting synchronous chats. Students also use the internet to find curriculum resources.

As students move through their programs they should be assembling a reference bibliography. An assignment in this course is for students to compile a list of websites where free curricular materials can be found and downloaded.

Clinical and/or Field Experience Component: Students work in groups to develop lessons for use in Jamaican schools.

Class Attendance

Students are expected to demonstrate professionalism by attending all classes, arriving on time, and staying for the entire class.

Because of the limited amount of class time, all students are required to attend all classes. Exceptions will be made only in the face of extraordinary circumstances beyond the student's control. Students are responsible for all material, assignments and announcements made in class, whether they were present in that class or not. It is the student's responsibility to keep abreast of any changes in exam dates, due dates for assignments, and changes in assigned course material implemented during his/her absence.

Course Materials

The two main course materials are the books listed above. *Developing a Quality Curriculum* is a 1994 book, but it provides a theoretical framework for curriculum development in any school system. [*The Six Virtues of the Educated Person \(2009\) is a philosophy of education that argues for a curriculum that teaches six virtues as the basis for everything modeled and taught in schools.*](#) Other materials are curriculum materials on the internet and those produced by the Jamaican MOE.

Assigned readings are critical to understanding the course content and are to be done before the class meets. Students are required to actively participate in class discussions and activities. Participation counts in the final grade.

Course Topics

1. What does it mean to be educated?
2. What is curriculum?
3. How is it shaped?
4. Who is involved? Why them and not others?
5. Whose interests are served by shaping curriculum this way?
6. Whose are not?
7. What does curriculum development look like?

8. What is curriculum assessment?
9. What does it look like?
10. The internet – what is out there for teachers?

Course Assignments

- #1 Read and participate in discussions of *The Six Virtues of the Educated Person*.
- #2 Submit answers to the questions in Appendix A. (We will discuss these in class.)
- #3. Participate in discussions of *Developing a Quality Curriculum*.
- #4 Submit answers to the questions in Appendix B. (We will discuss these in class.)
- #5 Produce an electronic copy of a Jamaican curriculum and write a report that explains its relationship to (1) what comes next in the Jamaican curriculum. (2) theories of child or adolescent development. (3) career opportunities for students who fulfill curricular requirements, (4) external exams.
- #6 Search the internet to find 5 websites that have free materials you can use to create units for the curriculum you teach in Jamaica.
- #7 Write a memo to your colleagues about what needs to be done to improve what is taught in your school. Where are the greatest needs – in the taught curriculum, the tested curriculum or the hidden curriculum? (This is #IV in Appendix B.)
- #8 Work with your curriculum partners to create a new unit. Students will form groups to do this assignment. Groups will be based on subject and grade level (e.g. Grades 4 & 5 language arts, or middle school science). Present the group-created unit to your students. Write a report about what you did, how students reacted, and the learning that resulted.
- #9 Present an aesthetic experience in November. Information for this assignment is in Course Information.

Grading

Students contract for their grade. The following are grade requirements:

For a grade of C, satisfactorily complete Assignments #1 -- #6.

For a grade of B, satisfactorily complete Assignments #1 -- #8 at a “B” level.

For a grade of A, satisfactorily complete all 9 assignments at an “A” level.

Grading Scale

My rubric is always the same.

C work satisfactorily fulfills the assignment.

B work satisfactorily fulfills the assignment and discusses ideas and experiences you have related to the topics.

A work satisfactorily fulfills the assignment and explains how you can make education better by using the assignment to develop and present a better curriculum.

Bibliography/Additional Readings (other readings assigned for presentations)

Author & Title: Glatthorn, A. (1994). *Developing a Quality Curriculum*.

This is an old book, but we use it because it provides a framework for building and developing a curriculum. A pdf of the book is in Blackboard. Read it before October 10.

Title: *The Six Virtues of the Educated Person* by J. Casey Hurley, Rowman and Littlefield Education, 2009 ISBN 978-1-60709-275-9

Tentative Schedule of Class Activities

Before October 7	Read <i>The Six Virtues of the Educated Person & Developing a Qual. Curr.</i>
Oct. 10 & 11	Discuss TSVOTEPE (Questions are Appendix A) Do one aesthetic experience. Program Outline with Q & A.
October 12 & 13	Discuss TSVOTEPE (Questions are Appendix A) What questions do you have? Create groups for work on curricular units. (Assignment 8) Video training session on accessing WCU resources.
October 14	Discuss DAQC (Questions are Appendix B). Group work on your units. (Assignment 8)
October 17	Discuss Jamaican Curriculum and readings. What is your understanding of it? How often does it change? Who changes it? What are the roles of teachers, administrators, the MOE, MPs, Regional Officers? Group work on your units. (Assignment 8)

October 18	Share Jamaican curriculum materials Aesthetic experiences
October 19	Share Jamaican curriculum materials Schedule November reports on aesthetic experiences, and curriculum units.
GTM -- November 7	Student reports and questions.
GTM -- November 8	Student reports and questions.
GTM -- November 9	Student reports and questions.
GTM -- November 10	Student reports and questions.

Appendix A

TSVOTEP Questions

Introduction:

- A. Does the Introduction make you want to read the rest?
- B. Which of the unique ideas listed in the introduction intrigue you the most? which shock you the most?

Chapter 1:

- A. Does the model in Chapter 1 make sense?
- B. In your own K-12 experiences, does this model reflect the way public education actually works? Examples of it working this way or not working this way?
- C. Which of the Chapter 1 arguments (explanations) are not as clear as the others? Why not?

Chapter 2:

- A. Does this chapter serve as a good review of your history? Although it is about the history of American public education, much of it applies to Jamaica as well. Doesn't it? Is it a fair description of how you arrived at your current situation?
- B. I claim three of the elements worked together to create your current situation -- governance, purposes, and organizational structure. Have you ever thought about the interaction of these elements in this way? Is this a fair description of how they interact? What other factors caused you to be in your current situation?

Chapter 3:

- A. Does the alternative model make sense? Do you see how it differs from your current model? What is the significance of these differences?
- B. The six virtues are defined in this chapter. Are the definitions sufficient? What questions do you have about any of the six virtue meanings in this model?

Chapter 4:

- A. Chapter 4 is about core beliefs. Am I right or wrong about the core belief that drives everything in Jamaican education? Can you make an argument for a different core belief – one that is never discussed, that is grounded in your history and traditions, that its opposite would be automatically rejected?
- B. If you had to choose for your own children, would you choose a school system that is governed by democratic politics, or one that is governed "educationally," which means governed by those who model the six virtues.

Chapter 5:

- A. Chapter 5 is about education purposes. Why are education purposes stated in terms of skills and knowledge? Why is this a good idea or a not-so-good idea?
- B. Do you ever think about education purposes in terms of virtues? Why doesn't public education think of purposes in those terms? Why would this be a good idea or a not-so-good idea?
- C. The newest purpose debates are about standards and specific kinds of knowledge and skills. Your country's newest initiative concerns preparing students for the 21st Century. What does this mean? How is it different from what you have been doing?
- D. One premise of this book is that the purpose of education is to make the world better. Why do you agree or disagree with this idea?

E. Do the figures help you understand some of the ways we have debated educational purposes and the curricula that are proposed to accomplish them?

Chapter 6:

A. Chapter 6 is about governance. Why do you believe American public education MUST BE governed by the Prime Minister, the Parliament, the MOE, and the regional offices?

B. Describe an experience that has shaped this belief. Describe a good experience with this idea. Describe a bad experience.

C. What are your reactions to the first two arguments in this chapter -- that public education should NOT be democratically governed and that educators should not participate in the democratic politics of public education?

D. The two books discussed in this chapter provide evidence to support these two arguments. Did these discussions make sense? Convince you?

E. This chapter concludes with a letter to local and state policymakers. Did the letter have the right tone? If you were a policymaker, would it cause you to ignore NCLB, read Williams' book, examine your beliefs about governance and education?

Chapter 7:

A. Chapter 7 is about the importance of school community. Have you ever been part of a community? Another way to ask this question is, "Have you experienced the distinction between organizations that have a SENSE of community and those that ARE communities?"

B. I try to be fair to the idea of PLCs, but I am afraid they are like a band aid placed on the open wound of an arm that has a multiple fracture. They are a treatment, but they do nothing to address the cause of the open wound (which is a broken bone sticking through the skin), or make the arm whole, again. Here is the second question--Are you convinced that PLCs are NOT the answer to improving schools? Or do you want to form them, anyway, because ACTUAL community cannot be built in public schools, and a sense of community is better than no community at all?

C. Does this chapter give you ideas about why and how to start and operate a Charter school? What would your charter school look like? feel like?

Chapter 8:

A. Chapter 8 is about the social science paradigm for school improvement. Why have you never heard of this paradigm before? Do you now understand it?

B. Do you agree that using research to improve education is only marginally successful? Or has it been your experience that understanding and applying research improves schools/education? If so, give an example of when this happened. Explain (a.) the needed improvement, (b.) what research was consulted, (c.) what research findings were applied, and (d.) why you say the results were an improvement.

C. Is "effectiveness" a masquerade, instead of a social reality?

D. Does the social science paradigm devalue imagination?

E. Does taking a theory out of the theoretical realm strip it of what makes it true?

F. Is school improvement about "effectiveness," or appreciation?

G. Is it true that, "In all situations, it depends on the situation."

Chapter 9:

A. Chapter 9 is about how to implement the alternative model. Did it let you down because it did not provide a step-by-step process?

B. I claim the alternative model is superior to all other reform proposals because it addresses all five elements of public schooling and it recognizes the inter-relatedness of those elements. But I must be wrong. Think about all the smart people who speak about and write about education. Some of them must have come up with a better proposal than a WCU professor who has never been asked to speak at national conferences. These other, smarter people speak at conferences and write books and articles; and thousands of educators and policymakers flock to their presentations and read their books. Among all these people, certainly five or ten of them must have come up with reform proposals that are better than the one in this book. What are some of those proposals? Why are they superior to this one?

C. At the end I write a letter to readers. I explain that the first step in adopting the alternative model is for people to test whether or not they believe in the six-virtue definition of the educated person. Are these hypothetical situations clearly presented? Do they help you think about the merits of the alternative model and the six-virtue definition of the educated person?

Epilogue:

A. Does the Epilogue wrap things up in a satisfactory way?

B. As a reader and interested educator, do you want to join the philosophical discussion about what it means to be educated?

C. Do you have a story about a time when applying the six virtues actually made a situation better?

Appendix B

Questions for *Developing a Quality Curriculum*

- I. Which of the following have you done in Jamaica? (Instead of “Districts,” Jamaica has a MOE.) These are the titles of Chapters 2-9:
- A. Organizing and Planning for Curriculum Work (Chapter 2)
 - B. Laying the Foundations for the “District” Curriculum (Chapter 3)
 - C. Building the Components of the “District” Curriculum (Chapter 4)
 - D. Supporting the “District” Curriculum (Chapter 5)
 - E. Ensuring Effective Implementation of the “District” Guide (Chapter 6)
 - F. Developing the School Curriculum (Chapter 7)
 - G. Developing the Classroom Curriculum (Chapter 8)
 - H. Conducting a Curriculum Audit to Ensure Quality (Chapter 9)

Tell the story of those activities (what you have done in Jamaica):

- 1. What did you do?
 - 2. What were the results?
 - 3. Did it improve the school? How?
 - 4. Is it still in place?
 - 5. Would you become involved in a similar effort, again? Why or why not?
- II. Which of the procedures mentioned in this book should be carried out in Jamaica? Why?
- III. All schools have limited resources for curriculum development, implementation and evaluation. If you could do only one thing to improve your school curriculum, what is the one procedure in the book you would do in your school? Why?
- IV. What is the one thing you would do to improve your school curriculum that is **not** in this book? In other words, if you were to write this book for Jamaica, what would you put in it about improving the curriculum (Chapter 7)? If everybody writes about one thing, we will have a book chapter written for Jamaican teachers.
- V. What is the one thing you should do to improve your classroom curriculum, which is not in this book? In other words, if you were to write a book like this for Jamaica, what would you put in it about improving what happens in your classroom (Chapter 8)?
- VI. The author suggests that schools conduct a curriculum audit. What should be the basis for the audit? What does the author’s curriculum audit procedure reveal about his definition of the educated person?