

Course: ED640 E & N-E Curriculum Design
Credit: 3 credit hours
Semester: FALL 2024 (Session 1)
Day and Time: Wednesday evenings, 6:00 – 9:00 p.m.
Location: East Education Building, Room 129
Instructor: Dr. Mary F. Briggs
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I. DESCRIPTION:

Providing a graduate-level understanding of curriculum and classroom instruction, this course focuses on identification, evaluation, selection, organization, and utilization of instructional materials, resources, and methods that facilitate adaptation, best practices, and assessment. (Prerequisite: ED610)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES:

- A. Competencies to be achieved. The student will:
1. Articulate a Biblical view of the concept of “understanding.”
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.5
 2. Use the Understanding by Design (UbD) Framework to design a Biblically integrated Unit Plan.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.6
 3. Develop skills in thinking critically, discussing constructively, and writing synthetically regarding curriculum design and classroom instruction.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6

- B. The objectives of this course serve to prepare students to meet the *Professional Standards for Educational Leaders* (PSEL) as expressed in the following competencies. The student will be able to:
1. “Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5, B.6
 2. “Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5, B.6
 3. “Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-4
 - b. Assignments: A. 1, A.2, B.1, B.2, B.3, B.5, B.6

III. MATERIALS:

- A. Bible (Please refer to Course Policies.)
- B. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).
Paperback: ISBN-13: 978-1433832161 ISBN-10: 143383216X \$31.00
- C. Textbook:
Heineke, A., & Tighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*.
ISBN-13: 978-1416626121 ISBN-10: 1416626123 Printed Copy: \$42.95

IV. REQUIREMENTS:

A. Reading Assignments:

1. **Textbook Reading:** You are expected to read the textbook. Class assignments depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Biblical View of Understanding Paper:** Conduct a word study of the Hebrew and Greek words that have been translated into English as the word “understanding.” Write a 750 – 1,000 word paper that 1) describes the Bible’s position on the meaning of the word “understanding,” and 2) discuss the implications of this position on teaching and learning in today’s classroom

2. **Class Video Reports:** The Class Video Report Form is available in CANVAS, Files. Online students will complete eight (8) reports. In-class students are also expected to complete report forms for any class sessions missed due to absence from class.
3. **Curriculum Coordinator Interview:** Arrange to interview a Curriculum Coordinator. Use the course description to develop your interview questions. Present your findings in a 750 – 1,000 word paper.
4. **Curriculum Design Article Review:** Choose a scholarly journal article written in the last three years on the topic of curriculum design. Write a 350 – 400 word summary and critique of the article.
5. **Journal:** Keep a journal of your reflections on your readings and class assignments. This should include what you may have learned, unanswered questions, evaluations of material you are reading, feeling responses, etc. You will upload your journal to CANVAS at the end of Week 2, Week 4, and Week 6.
6. **Unit Plan:** Use the Calvary University Unit Plan template to design a two-three week biblically integrated unit plan for a grade level, subject, and topic of your choice.

V. METHODS

A. Teaching and Learning

1. Research and reading
2. Writing
3. Interviewing
4. Journaling
5. Developing a Unit Plan

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Biblical View of Understanding	150
Class Participation (In-Class Students) Report on Videos (Online Students)	80 (10 x 8 reports)
Curriculum Coordinator Interview	200
Curriculum Design Article Review	70
Journal	150
Reading assignments	50
Unit Plan	300
Total:	1,000 points

2. Late Assignments

Late assignments may be penalized 10 percent per week.

3. Letter / Numerical Grade Scale

We will use the grading scale listed in the current University Catalog.

VI. POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. ***All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.***

C. Academic Activity & Participation

Students will be expected to engage in the material. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse.

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Aug. 21 st	Biblical Worldview Integration Introduction to the Understanding by Design Framework The Role of Language in Learning and Instruction	<i>Due by Midnight on August 27th</i> 1. Read Chapters 1, 2, & 3. 2. Complete Class Video Report.
2	Aug. 28 th	Student Diversity Cultural Diversity Sample Unit Plans Examples of Biblical Integration	<i>Due by Midnight on Sept. 3rd</i> 1. Complete Class Video Report. 2. Read Chapter 4. 3. Upload Journal.
3	Sept. 4 th	Writing Instructional Objectives Types of Language Demands for Various Disciplines Sample Unit Plans Examples of Biblical Integration	<i>Due by Midnight on Sept. 10th</i> 1. Complete Class Video Report. 2. Read Chapter 5. 3. Biblical View of Understanding
4	Sept. 11 th	Planning for Assessment Gathering Evidence of Learning Sample Unit Plans	<i>Due by Midnight on Sept. 17th</i> 1. Complete Class Video Report. 2. Read Chapter 6. 3. Upload Journal.
5	Sept. 18 th	Background Knowledge Collaborative Cognitive Tasks Criteria for Selecting Texts	<i>Due by Midnight on Sept. 24th</i> 1. Complete Class Video Report. 2. Read Chapter 7. 3. Curriculum Design Article Review*
6	Sept. 25 th	Differentiation Students share Article Reviews*	<i>Due by Midnight on Oct. 1st</i> 1. Complete Class Video Report. 2. Upload Journal.

7	Oct. 2 nd	All-Hands-On-Deck Approach	<i>Due by Midnight on October 8th</i> 1. Complete Class Video Report. 2. Complete Unit Plan.*
8	Oct. 9 th	Students share Unit Plans*	<i>Due by Midnight on October 11th</i> 1. Complete Class Video Report. 2. Curriculum Coordinator Interview

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*