

1-1-2003

## CD 665 Curriculum Theory, Development, and Selection

Miriam Olver

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

---

### Recommended Citation

Olver, Miriam, "CD 665 Curriculum Theory, Development, and Selection" (2003). *Syllabi*. Book 1996.  
<http://place.asburyseminary.edu/syllabi/1996>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact [thad.horner@asburyseminary.edu](mailto:thad.horner@asburyseminary.edu).

**Asbury Theological Seminary**  
Wilmore, KY 40390

**CD665 CURRICULUM THEORY, DEVELOPMENT, AND  
SELECTION**

**Three Hours Credit**  
**June 16-27, 2003**

**An open letter to students:** Warm greetings!! As most of you will immediately realize, I am new to the Asbury Theological Seminary scene. I'm a writing specialist (my Ph.D. is in rhetoric and composition) and have been teaching at Purdue University. During the development of this course, I've been working closely with Dr. Stonehouse, and I hope to keep the Christian education content as close as possible to what she would give you. I'm used to a large secular campus where we have to put as much as possible "in cement" upfront—so I hope that you won't be offended by the detail I've spelled out in the syllabus. My advisor says the following syllabus is longer than what you are used to! Other hindrances include that I'm not available on campus in case there are questions, and I admit that I was trying to imagine what people might need to know. My email address at Purdue is listed below, and if you have questions, please feel free to contact me there—I'll still be teaching during the first part of June.

I do hope you will take this course, and I'm looking forward very much to this exciting opportunity to get acquainted with you, and to allow my rhetorical training to interact professionally with my interest in Wesleyan theology and Christian education. And I promise that I will be open to any negotiations that may be necessary to make this a "do-able" (though appropriately rigorous) course!!

**COURSE INFORMATION**

<b>Adjunct faculty</b>	Miriam Olver, PhD
<b>Location</b>	FM 104
<b>Class Meeting times</b>	Monday, June 16—Friday June 27, 2003, morning sessions 9:00-11:45 a.m., afternoon sessions 1:00-3:45 p.m. with 10 minute breaks mid-session—14 blocks (see daily calendar beginning on page 7 for specifics)
<b>E-Mail and presession questions</b>	For pre-session questions, send email to <a href="mailto:olver@purdue.edu">olver@purdue.edu</a> before June 10; for quickest response put the code for this course (CD 665) and the word question in the subject line of the email message.

## COURSE DESCRIPTION

Explores the process of curriculum development and design, and principles for selecting curriculum to meet the needs of learners and of the church. Includes systematic evaluation of available curricula and development of criteria for curriculum selection for a comprehensive ministry in the local church.

## COURSE OBJECTIVES

Students who complete the course with basic competency will:

1. Examine the role of the faith community as curriculum for faith development, and as a discourse community for disseminating that faith.
2. Understand the elements important in curriculum design, including audience (e.g. what is being presented and for whom).
3. Continue to formulate and refine a *philosophy of education* and *understanding of human learning and formation*. These perspectives will be reflected in the curriculum that is developed.
4. Clearly articulate educational objectives for curriculum, with emphasis on both the cognitive and affective domains to understand the learning tasks involved in Christian discipleship and to identify the priority, high level objectives which must permeate the life of the church if they are to be accomplished.
5. Discover an appreciation for and ability to interrogate the ways in which curriculum texts “work” (especially in terms of 3 critical interacting elements: Wesleyan theology, learning theory, and discourse community issues).
6. Design and write curriculum materials which
  - Are appropriate for a particular age group of learners (i.e. their needs, interests, and developmental capabilities—with at least a passing reference to certain other selected audience considerations)
  - Reflect the valuing of affective learning and awareness that life in the community of faith constitutes a context of learning.
  - Make possible the accomplishing of specified cognitive, affective, and behavioral objectives.
  - Implement an instructional model that enhances the learning of persons with varied learning style preferences.
7. Demonstrate at least some new skill and facility in writing, especially in addressing particular audiences.
8. Evaluate Christian education curriculum, critiquing the educational philosophy encouraged by the materials, their learner-appropriateness (given a particular learner’s context and situation), teacher usability, and doctrinal soundness.
9. Develop skills for helping lay volunteers to select and effectively use curriculum.

10. Be aware of vocational and avocational opportunities in the field of curriculum development.

## COURSE ASSIGNMENTS

**Since this course is being presented as a 2-week intensive, it will be necessary for students to do an amount of work before class sessions actually begin on June 16.**

### **Reading**

Harris, Maria. (1989). *Fashion Me A People: Curriculum in the Church*.  
Louisville, KY: Westminster/John Knox Press.

LeFever, Marlene D. (1995). *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs, CO: David C. Cook Publishing Co.

McCarthy, Bernice. (2000). *About Teaching: 4MAT® in the Classroom*.  
Wauconda, IL: About Learning, Incorporated.

Gronlund, Norman. *Educational Objectives*

Wilkerson, Bruce. *7 Laws of the Learner*

Course Packet

*Curriculum Evaluation: Measuring the Material*. (1983). Department of Christian Education, The Evangelical Covenant Church, 5101 N. Francisco Ave., Chicago, IL

An additional 300 pages of library research on teaching methodology, learners, and other related issues to assist in the curriculum writing project.

### **Writing about Reading**

- You will need to secure all texts listed above, read them, write notes and be ready to submit a hard copy of these on June 16 when class sessions begin. (Details in **Before Class Begins** section. You will not need to prepare notes on the additional 300 pages.)

### **Projects:**

There are two major projects for this course, which are described below.

#### **Project 1: Evaluating Church Curriculum**

Secure examination copies of **one quarter's** (10-13 sessions) worth of Christian

educational materials for **one age level** from **two publishers**. Both sets should be for the same type of learning activity (i.e. Sunday school, small, group) in order to facilitate comparisons. One publisher should be your denominational resource (if your denomination has approved curriculum materials). If you have already done a project like this for another course, be sure to choose publishers, age levels, and settings not used before.

These materials will be evaluated using the *Curriculum Evaluation: Measuring the Material* (1988) tool (see list of required materials below), a list of criteria which will be developed through class discussion, and your notes on course required readings. After making notes about your evaluation of the materials, you will prepare a brief PowerPoint presentation to share your findings with the rest of the class. Several worksheets and a 20-30 minute conference with the instructor will guide you through the processes of this project. This assignment addresses objectives #1, 2, 4, 5, 8, and 9.

### **Grading criteria:**

Successful work will demonstrate in both the notes and the presentation

1. A grasp of important biblical/theological issues
2. Identification of key educational concerns
3. Significance of the learner in terms of age-level characteristics and needs
4. Insights in terms of the teacher's needs

### **Project 2: Writing a Curriculum Resource**

Design a four-session unit of curriculum materials for the age-level of your choice which accomplishes course objectives # 2, 3, 4, 5, 6, 7, and 8. The final version should be as close to demonstrating all the elements one would want to see in published materials designed for the intended audience as you can do through word processing.

In this project, the steps we follow will be part of the writing process. First, you will need to make a number of selection decisions on the basis of which you will begin doing some pre-writing. Some chunks of text that you develop in this second stage will almost undoubtedly end up in your draft, so using the facilities of word processing will be a timesaving benefit. The third phase is the task of actually drafting—beginning to pin things down on paper, fleshing out the ideas you have been sketching. The next phase would ordinarily be field testing, but since there isn't time to actually try out the lessons you write in an actual situation, we will draw on the benefits of peer review and conferencing instead, after which you will have an opportunity to revise and finalize your text. Proofreading is to be done at this final stage.

### **Grading criteria:**

Final versions of this project will be graded based on the following criteria:

1. Age-level and target student audience appropriateness of themes and topics
2. Clarity and significance of objectives
3. Adequacy of session plans for accomplishing the objectives
4. Appropriateness of scope and sequence in the unit
5. Effectiveness of the learning model used
6. Effectiveness and creativity of the pedagogical methodologies used
7. Adequacy and clarity of teacher guidance material
8. Significance and workability of suggestions for facilitating affective and relational aspects of the learning experiences

### **Before Course Begins**

<p><b>1. Read and interact with texts</b></p>	<p>Secure copies of all texts and read them carefully, making notes, underlining or highlighting, and writing in the margins as you go. The following list of writing/mental tasks can guide you to get more deeply involved with the texts; one suggestion is to use a different color of highlighter or underlining pen to mark or make notes in the margins for each task.</p> <ul style="list-style-type: none"> <li>▫ <i>Question</i> and/or <i>challenge</i> what the text writer claims</li> <li>▫ <i>Discuss</i> and <i>describe</i> how the text’s content can be applied with benefit in a current or past personal ministry situation</li> <li>▫ <i>Interpret</i> (or <i>apply</i>) what the writer is presenting for a different situation (e.g. secular concepts used in a discipleship setting, different theological position, different target audience of another ethnicity, economic class, gender, size church)</li> <li>▫ Having read _____ (text), is there any way in which you would like to <i>build on</i> (i.e. go beyond) what the author is calling for? If someone said to you, “<i>I’ve read this—now so what?</i>” how would you answer this person?</li> </ul> <p>Summarize your notes by writing out <b>one page per text</b> that identifies what you question, challenge, apply, interpret, build on, etc. <b>Note:</b> Not everyone will want to do every task for every text. Save your writing (MS Word document) on a disk to turn in on the first day of class.</p>
---	---

<b>2. Project 1 preparation</b>	<b>Prepare for doing project 1:</b> secure a copy of the materials you will evaluate. A list of publishers is on reserve in the library. You can obtain materials by calling the 800 number and asking for examination copies, or go to the publishers' websites, or check materials out from the Christian Ministries Resource Center, lower level of the Kinlaw Library. Some people may have access to materials through their local church. Remember you'll need <b>one quarter's</b> worth of Christian educational materials for <b>one age level program</b> (i.e. Sunday school) from <b>two publishers</b> .
<b>3. Project 2 preparation</b>	<p><b>Prepare for doing project 2:</b> choose a target group of students whom you will have in mind as you prepare the curriculum writing project; there will be a worksheet to guide you in writing 1-2 pages describing this group of potential students. (Plan to write this as an MS Word document and save it on the disk to turn in).</p> <p>Next, prepare a list of age-level characteristics of these same students; include citations to explain where you found the information in case you need it later. There will be a worksheet to help guide you through this task and you can draw on information from other courses you've had, as well as observations and experiences.</p> <p>Prepare an annotated list of teaching methods; be sure to include citations for these also; you may need them later. Indicate which age levels each method might be appropriate for.</p> <p><b>It is expected that you will invest approximately 5 hours in doing this pre-class assignment.</b></p>
<b>4. Sample lesson</b>	Think of a student-audience and decide what and how you would like to teach this group, if you had 30 minutes with them. Prepare brief outline-notes (not more than 1 page) of your teaching plan and bring these notes to the first class session.

### Course Grading:

Before course reading notes	10%
Curriculum evaluation project	30%
Curriculum writing project	50%
Attendance, participation	10%
Total	100%

### COURSE SPECIFICATIONS

#### Required materials

- ◆ 3 high density 3.5" computer disks—to keep research output, course

materials, planning work, and drafts of papers and backups, to facilitate sharing work with peers, and to turn in work to the instructor for evaluation

- ◆ You will also want to bring your Bible with you to class. We won't use it every day, but we will turn to it often. The version or translation doesn't matter—actually I'd prefer having a variety.
- ◆ A laptop computer to work with in class (If you do not have access to a laptop, you will have to go to the library to do writing assignments and bring the material back on a disc. If at all possible, it is best to have a computer to bring to class.).

### **Course Policies**

- ◆ Class attendance is required.
- ◆ Conferences with the instructor of 20-minutes during the drafting process of project 1, and 45-60 minutes during project 2 are required.
- ◆ All written work for this semester must use a type font of not less than 12 points (approximately the same as this document) in either Times Roman or Century Schoolbook (used in this document), either 1.5 or double-spaced, and with margins on all four sides of one inch (and no more nor less). It would be greatly appreciated if you could do all pre-session work and drafts in MS Word and turn it in on a disk. Please turn in everything in hard copy as well in case the contents of a disk cannot be accessed for evaluation by the instructor.
- ◆ Any needed adjustment to these expectations must be negotiated with the professor in advance; failure to meet expectations can adversely affect the course grade.

### **Procedures:**

Pedagogy One of the teaching methods I will be using is called conferencing, a pedagogy which I have found extremely useful in helping students to improve the quality of their work. The purpose of a conference is to help individual students where they may need it so that they know what to do in order to get a good grade. When you are scheduled for a conference, you should come prepared to ask questions about anything you aren't sure of, problems in writing, and anything else you can use some extra help with.

## TENTATIVE DAILY SCHEDULE

<b>Day</b> a.m. 9-11:45 p.m.1:00-3:45	<b>In class</b>	<b>Before next class</b>
<b>Monday</b> P.M. 6/16/03	Introduction, overview, definitions <b>Due:</b> sample lesson notes; reading notes, Project 1 and 2 preparation work—all documents on disk	<b>Project 1:</b> Write a 1-2 page description of each of the materials you are examining. Be sure to include the documentation (editors/writers, title, publisher, dates). Due next class.
<b>Tuesday</b> A.M. 6/17/03	History of CE Curriculum; Basic Beliefs about Teaching and Learning <b>Due:</b> Project 1 written description of materials	
<b>Tuesday</b> P.M. 6/17/03	Congregations as Discourse Communities, Learning Communities, Teaching-Caring-Ministering Communities (Harris)	<b>Project 1:</b> based on class discussions, the Curriculum Evaluation: Measuring the Material tool, and readings, write notes evaluating the two sets of materials (due Thursday at conference time). <b>Project 2:</b> Make theme and topic choices (both unit and for each of the four lessons); pick out potential Scripture verses (due next class)
<b>Wednesday</b> A.M. 6/18/03	Curriculum Design Jesus' teaching styles Develop class curriculum evaluation criteria Brief PowerPoint how-to workshop <b>Due:</b> notes for Project 2	
<b>Wednesday</b> P.M. 6/18/03	<b>Workshop—no class</b>	Project 1 (notes and PowerPoint draft due Thursday at conference time)
<b>Thursday</b> A.M. 6/19/03	Conferencing on Project 1 <b>Due:</b> Project 1 and draft/notes for PowerPoint presentation	

<b>Thursday</b> P.M. 6/19/03	Objectives: cognitive, affective, behavioral Peer Review of Project 1	Revise Project 1 (based on conferencing and peer review feedback) Make notes on affective, cognitive, and behavioral objectives choices for Project 2
<b>Friday</b> A.M. 6/20/03	Scope and Sequence <b>Due:</b> notes on objectives for Project 2	
<b>Friday</b> P.M. 6/20/03	<b>Workshop—no class</b>	Complete work for Project 1 (PowerPoint due Monday morning) Make final Bible passage choices for Project 2—write notes about what you think the Scripture is saying to the target students and to the teacher. Begin drafting chunks of text for Project 2
<b>Saturday</b> <b>Sunday</b> 6/21-22/03	<i>Thank God for weekends!</i> 😊	
<b>Monday</b> A.M. 6/23/03	<b>Due:</b> Project 1 PowerPoint presentations	
<b>Monday</b> P.M. 6/23/03	Learning Styles, Teaching Methods <b>Due:</b> Project 2 Bible passages notes	Make pedagogy choices and notes for Project 2 identifying a short list of methods you expect to use in the lessons Work on drafting Project 2
<b>Tuesday</b> A.M. 6/24/03	The Teacher: Audience in Curriculum Writing	
<b>Tuesday</b> P.M. 6/24/03	<b>Workshop—no class</b>	Continue work on drafting Project 2 (rough draft due for peer review on Thursday morning)
<b>Wednesday</b> A.M. 6/25/03	Writing Issues in Writing Curriculum	
<b>Wednesday</b> P.M. 6/25/03	<b>Workshop—no class</b>	Continue work on drafting Project 2

<b>Thursday</b> A.M. 6/26/03	Peer review of Project 2	
<b>Thursday</b> P.M. 6/26/03	Conferencing on Project 2 (part 1)	Work on revising Project 2
<b>Friday</b> A.M. 6/27/03	Conferencing on Project 2 (part 2)	
<b>Friday</b> P.M. 6/27/03	<b>Workshop—no class</b>	Work on revising Project 2
<b>Saturday</b> <b>Sunday</b> 6/28-29/03	<i>Thank God for weekends— again!! ☺ ☺</i>	
	<b>Final version of curriculum writing project due by noon on Monday, June 30, 2003</b>	