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CD 665 Curriculum Theory, Development, and Selection

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Participants in this course will grow in their understanding of the church as curriculum, the process of curriculum development and design, and principles for selecting curriculum resources to meet the needs of learners and of the church. They will develop skills in curriculum design, writing, and the criteria based evaluation and selection of resources for comprehensive Christian discipleship 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.
2. Identify the essentials for Christian discipling and reflect those in the curriculum resources they develop.
3. Understand the elements important in curriculum design.
4. Clearly articulate the intended outcomes of the curriculum design or resources they plan.
5. Design and write curriculum materials which:
   a) Are appropriate for a particular age-group of learners -- their needs, interests, and developmental capabilities;
   b) Reflect the valuing of holistic, transformational learning and awareness that life in the community of faith is a critical context for discipling.
   c) Make possible the accomplishing of the designated intended outcomes;
   d) Implement an instructional model that enhances the learning of persons with varied learning style preferences.
6. Evaluate curriculum resources for Christian education and discipleship, critiquing the educational philosophy encouraged by the materials, their learner appropriateness, teacher usability, doctrinal soundness, and the handling of Scripture.
7. Develop skills for helping lay volunteers select and effectively use curriculum resources.
8. Be aware of vocational and avocational opportunities in the field of curriculum development.

**ADVANCE PREPARATION**

**Complete the Following Tasks Prior to the First Class Session**

✔ Review all projects in the syllabus
✔ Complete the reading in, *Fashion Me a People, The Divine Conspiracy*, chapters 1, 2, 8, and 9, and *The Drama of Scripture*, the Prologue
✔ Mark texts and make notes that will help you with projects later
✔ Prepare a lesson plan to share with the class in the first session. Note instructions below
ASSIGNMENTS

Reading (20 points)

Complete reading assignments prior to the class session listed with each assignment. Bring to class notes on the reflection questions and be prepared to discuss the material.

*Fashion Me a People: Curriculum in the Church* by Maria Harris. *(Read by July 8)*

**Reflection Questions:** What do you see as the most significant insights from Harris?
How does Harris define education? How would you explain her concepts to your lay volunteer teachers?
How does Harris define curriculum?
What challenges will we face in our effort to shape the whole life of the church as the curriculum?
What will we gain if we succeed?

*The Divine Conspiracy: Rediscovering Our Hidden Life in God* by Dallas Willard, chapters 1, 2, 8, and 9 *(Read by July 8)*

**Reflection Questions:** According to Willard, why are churches failing in making disciples?
What does he believe are the essentials in a curriculum for becoming an apprentice and disciple of Jesus?
How can you use insights from Willard in your curriculum design?

*Learning Styles: Reaching Everyone God Gave You to Teach* by Marlene D. LeFever. *(Read by July 15)*

**Reflection Questions:** What kind of learner are you?
Which learning styles are served best by the kind of teaching usually experienced by the learners for whom you are designing your curriculum materials?

*The Drama of Scripture: Finding Our Place in the Biblical Story* by Craig G. Bartholomew and Michael W. Goheen *(Read: Prologue by July 8, the whole book by July 11)*

**Reflection Questions:** How is the Scripture approached and used in the churches you know?
What insights from Bartholomew and Goheen will you incorporate in your curriculum plans?

*Creative Teaching Methods* by Marlene D. LeFever. *(Read by July 18)*

**Reflection Questions:** Which methods can be used in the materials you are writing?

On the due dates, submit a card indicating that you have completed the required reading.
Projects

Pre-class Assignment
Bring to the first class session an outlined session plan you have designed. Identify the age group you would be teaching and the setting. Decide what you will teach and how you will teach the lesson. Be prepared to orally share your lesson plan with the class.

Project 1 (20 points): In *Fashion Me a People: Curriculum in the Church*, Maria Harris defines curriculum as “the entire course of the church’s life” (p. 63). She also sees God’s people being fashioned or formed by “the whole community educating the whole community to engage in ministry in the midst of the world” (p. 46).

Using insights from required readings in Harris, Willard, Bartholomew and Goheen, develop an outline description of the curriculum you would desire to see lived out in the church you serve. Identify the essentials in the curriculum for the whole community and articulate what those essentials might look like for different age groups. Use chapter 9 of Harris to guide the process of designing the plan. Present the plan in a 5-8 page paper. Due July 11

In your Advance Preparation for this course, gather notes for this assignment so that you have a good start on the paper. We will discuss the ideas in class July 8-9 to help you refine your ideas.

Grading Criteria
Understanding of essentials for formation
Adequacy of the full curriculum design
Adequacy of age-level adaptations
Integration of the plan

Project 2: Review and Evaluation of Curriculum Resources (20 points):
A. Spend a minimum of four hours browsing through curriculum resources, making notes on your observations. Here are some questions you might consider.
   What similarities and differences do I see?
   What views on learners, discipling, teaching, and learning are reflected in the materials?
   What do I notice about content?
   What theological perspectives are presented?
   What strengths do I see in the materials? What weaknesses?

B. After your general review, select two resources to evaluate and compare. Assume that you have been asked to decide which of the resources you should use in a particular Christian discipleship/education class or group.
   Based on your beliefs about effective Christian education/discipling and the perspectives discussed in this course, identify the criteria you will use in your evaluation.
   Review the resources, evaluating them based on those criteria.
You will have access to the Christian education Curriculum Lab housed in the Asbury College library and the professor has some samples. If you have curriculum resources you would like to review and evaluate, bring those with you to class.

C. Write a 5 page report of your findings.
   1) A summary of observations from your general review of curriculum resources.
   2) A discussion of your evaluation of the two resources, your recommendation and rationale for it. Be sure to identify the criteria used in the evaluation. **Due July 15**

**Grading Criteria**
- Time invested (report the time spent in parts A and B of this project)
- Insightfulness of notes on general review
- Significance of criteria
- Insightfulness of evaluation

**Project 3 (40 points):** Design a four session unit of curriculum materials for the age-level of your choice which accomplishes course objectives four and five. The curriculum should include all the elements one would want to see in published materials designed for the intended audience, to accomplish the designated objectives.

**Due Dates**
Throughout the course you will work on aspects of your curriculum project.
You will submit your first draft of your objectives, your rationale for the unit, a first draft of session 1, and an outline of sessions 2-4 to receive feedback from the professor.
- First draft of objectives – **July 12** (by email attached file)
- First draft of rationale – **July 16**
- First draft of session 1 **July 17**
- Outlines of sessions 2-4 – **July 18**
- Completed curriculum unit – **July 25** (by SPO or email attached file)

**Grading Criteria**
1. Age level appropriateness of subject matter
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 learning model used
6. Effectiveness and creativity of methodology
7. Adequacy and clarity of teacher guidance
8. Significance and workability of suggestions for facilitating affective and relational aspects of the learning experiences
## GRADING

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<thead>
<tr>
<th>Potential Points</th>
<th>Course Grade Scale</th>
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<tbody>
<tr>
<td>Project 1</td>
<td>20</td>
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<td>Project 2</td>
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<td>Project 3</td>
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<td>75-77.4</td>
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<td>72.5-74.9</td>
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## COURSE SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Session Focus</th>
<th>Bring to Class</th>
<th>Due</th>
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<tbody>
<tr>
<td>July 8</td>
<td><strong>AM: Getting Started, Definitions, and Looking Back</strong></td>
<td>Lesson plan outline you have prepared</td>
<td>Reading Card</td>
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<td><strong>PM: The Process of Developing Curriculum</strong></td>
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<td>Harris</td>
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<td>Willard, Bartholomew, Prologue</td>
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<td>July 9</td>
<td><strong>AM: The Big Picture and the Unplanned Curriculum</strong></td>
<td>Reflection Notes on Harris</td>
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<td><strong>PM: Basic Beliefs and Curriculum</strong></td>
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<td>July 10</td>
<td><strong>AM: Objectives</strong></td>
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<td><strong>PM: Influencing the Affective and Evaluating Learning</strong></td>
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<td>July 11</td>
<td><strong>AM: Design Details: Scope and Sequence, Format, and Writing Words that Work</strong></td>
<td>Reflection Notes on Bartholomew Chapters</td>
<td>Project 1</td>
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<td>Bartholomew Chapters</td>
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<td>July 12</td>
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<td>Saturday - Email</td>
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<td><strong>A Working Weekend</strong></td>
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<td><strong>First draft of Goals and Objectives for</strong></td>
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<td><strong>AM: Learning Styles and Teaching Models</strong></td>
<td>Reflection Notes on</td>
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<td><strong>PM: Teaching Methods and Creative</strong></td>
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<td>LeFever:</td>
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<td>Time</td>
<td>Activity</td>
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<td>July 16</td>
<td>9:00-11:45 AM</td>
<td>AM: Local Church Curriculum Resource Selection, Planning and Evaluation</td>
<td>PM: Session 1 Writing time</td>
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<td>1:00-3:15 PM</td>
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<td>July 17</td>
<td>9:00-11:45 AM</td>
<td>AM: Curriculum Change and People Change</td>
<td>PM: Outlining Sessions 1-4</td>
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<td>1:00-3:15 PM</td>
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<td>July 18</td>
<td>9:00-11:45 AM</td>
<td>AM: Individual appointments and working time.</td>
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