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CD 665 Curriculum Theory, Development, and Selection

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CD 665 CURRICULUM THEORY, DEVELOPMENT, AND SELECTION

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.
2. Understand the elements important in curriculum design.
3. Continue to formulate and refine their philosophy of education, understanding of human learning, and theology, to be reflected in the curriculum resources they develop.
4. Clearly articulate in the curriculum educational objectives for both the cognitive and the affective domains and demonstrate understanding of the priority, high level objectives which must permeate the life of the church if they are to be accomplished.
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 affective learning and awareness that life in the community of faith is the context of learning.
 - c) make possible the accomplishing of cognitive, affective, and behavioral objectives;
 - d) implement an instructional model that enhances the learning of persons with varied learning style preferences.
6. Evaluate Christian education curriculum critiquing the educational philosophy encouraged by the materials, their learner appropriateness, teacher usability, and doctrinal soundness.
7. Develop skills for helping lay volunteers to 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

- ✓ By the end of spring semester pick up a packet of resources from the professor, FM106
- ✓ Review all projects in the syllabus
- ✓ Complete the reading in *Hearts, Brains, and Growing Pains*, *Fashion Me a People*, and *How to Write and Use Instructional Objectives*

- ✓ 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.

Hearts, Brains, and Growing Pains by Lois Keffer and Dean Stone. (Read by **June 8**)

Reflection Questions: Consult “Project 1.”

Fashion Me a People: Curriculum in the Church by Maria Harris. (Read by **June 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?

How to Write and Use Instructional Objectives by Norman E. Gronlund. (Read by **June 8**)

Reflection Questions: How can identifying objectives assist the discipleship curriculum designer and the teacher or group leader?

About Teaching; 4MAT in the Classroom by Bernice McCarthy. (Read by **June 14**)

Or, if you have already read McCarthy, read *Learning Styles* by Marlene D. LeFever.

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?

Invest four hours in reading and research that expands your knowledge of teaching methodologies. (Read by **June 17**)

Invest four hours reviewing published curriculum resources. (Report due **June 24**)

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

Field Trip

The class will travel to Nashville TN to meet with curriculum designers and editors. The tentative date is June 16.

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.

Projects

Project 1 (20 points): From your reading of *Hearts, Brains, and Growing Pains*, identify the theological perspectives, understandings of spiritual formation, and the educational philosophy of the authors. What do they believe about the aim of Christian education, the learner, the teacher, the content, the environment, and evaluation? What do they believe about spiritual formation during childhood, God's work in the life of a child, and the place of Scripture in the spiritual formation of children?

In the light of your conclusions, evaluate sample lessons from "Godprints" which will be provided for you. How well are the basic beliefs from *Hearts, Brains, and Growing Pains* implemented in the curriculum resource?

Write a 4-5 page paper describing the basic beliefs articulated in *Hearts, Brains, and Growing Pains* and your assessment of how well these beliefs are implemented in the curriculum resource, giving evidence for your assessments. Also, compare your basic beliefs with those of the authors, discussing points of agreement and difference of emphasis or perspective. **Due June 10**

Grading Criteria

1. Grasp of the authors'
 - a. Educational philosophy
 - b. View of spiritual formation
2. Insightful assessment of curriculum resource
3. Significance of discussion of personal basic beliefs

Project 2 (20 points): Plan a full curriculum for a church to use in the discipling of a selected age-level. After identifying the elements essential for the discipling of this age group, decide on the various ministries and experiences you would want to provide through your church. What do various groups and individuals in this age-group need to become maturing, healthy, whole disciples of Jesus?

Write a 4 page paper in which you present a full curriculum design, identifying resources from publishers that you could use in the various ministries. Also note the curriculum resources you would have to develop. Briefly explain the purpose of each component in the curriculum and its importance to the learners. **Due June 14**

Grading Criteria

- Awareness of learner needs
- Adequacy of the full curriculum design

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, and a first draft of session 1 to receive feedback from the professor.

First draft of objectives – **June 11** (by email attached file)

First draft of rationale – **June 15**

First draft of session 1, and outlines of sessions 2-4 – **June 18** (by email attached file)

Completed curriculum unit – **June 24** (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

Potential Points	Course Grade Scale
Project 1 20	95-100 A 80-82.4 B-
Project 2 20	90-94.9 A- 77.5-79.9 C+
Project 3 40	85-89.9 B+ 75-77.4 C
Reading <u>20</u>	82.5-84.9 B 72.5-74.9 C-
Total 100	

COURSE SCHEDULE

Date	Session Focus	Bring to Class	Due
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June 7 9:00-11:45 AM 1:00-3:15 PM	AM: Getting Started, Definitions, and Looking Back PM: The Process of Developing Curriculum	Lesson plan outline you have prepared	Reading Card Harris Keefer Gronlund
June 8 9:00-11:45 AM 1:00-3:15 PM	AM: The Big Picture and the Unplanned Curriculum PM: Basic Beliefs and Curriculum	Reflection notes on Harris and Keefer	
June 9 9:00-11:45 AM 1:00-3:15 PM	AM: Objectives PM: Influencing the Affective and Evaluating Learning	Notes on Gronlund	
June 10 9:00-11:45 AM	AM: Design Details: Scope and Sequence, Format, and Writing Words that Work		Project 1
June 11	A Working Weekend		Saturday - Email First draft of Goals and Objectives for the Unit
June 14 9:00-11:45 AM 1:00-3:15 PM	AM: Learning Styles and Teaching Models PM: Teaching Methods and Creative Flexibility		Reading Card McCarthy Project 2
June 15 9:00-11:45 AM 1:00-3:15 PM	AM: Local Church Curriculum Resource Selection, Planning and Evaluation PM: Curriculum Change and People Change		Draft of Unit Rationale: Introduction
June 16 9:00-11:45 AM 1:00-3:15 PM	Field Trip		
June 17 9:00-11:45 AM	AM: Wrap Up		Reading Card Methods
June 18	A Working Weekend		Saturday Email First draft of Session One and Outline of all 4 sessions
June 20	Individual Appointments		

All Projects are to be typed and double spaced.
Inclusive language in regard to persons is to be used in all writing and in class discussions.

