

<p style="text-align: center;">EPPL 611: Theories of Curriculum Development and Evaluation</p>
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Syllabus

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Mondays
4:30 – 7:00 p.m.
Office Hours: Mon. – Fri.

Course Description

EPPL 611: Theories of Curriculum Development and Evaluation is a course which involves in-depth study of the foundations, theories, and procedures of curriculum development and evaluation.

Course Objectives

1. Comprehend a body of knowledge related to past and present curriculum development and evaluation theory and practice.
2. Comprehend conceptual models of curriculum development and evaluation.
3. Comprehend issues and reports that reflect public opinion on school program effectiveness.
4. Conduct a study of or develop a curriculum.
5. Demonstrate skills necessary to plan and evaluate curricula:
 - a. Assess needs
 - b. Write objectives
 - c. Conduct a task analysis
 - d. Determine entering behaviors
 - e. Select valid measures of performance
 - f. Interpret measures of performance
 - g. Perform summative and formative evaluation
 - h. Manage the curriculum
 - i. Select evaluation designs.

Meeting Days, Readings, and Assignments

The selected text is quite compatible with this course, surveying foundations of curriculum in the first half of the text and reviewing theories of curriculum development, implementation, and evaluation in the second. As such, the readings in the text provide a suitable framework for the content and organization of the class discussions and activities. Indicated readings should be completed for the respective classes. Occasionally, readings beyond the textbook will be provided.

Assignments are due on the dates indicated. Late assignments result in reduced credit. Due dates for Reaction Papers are indicated with an asterisk (). Reaction Papers should be written in response to the reading assigned for the respective class.*

Day 1: January 24

- Chapter 1: The Field of Curriculum

Day 2: January 31*

- Chapter 2: Philosophical Foundations of Curriculum

Day 3: February 7*

- Chapter 3: Historical Foundations of Curriculum
- Technology and Curriculum (pp. 397-399)

Day 4: February 14*

- Chapter 4: Psychological Foundations of Curriculum

Day 5: February 21*

- Chapter 5: Social Foundations of Curriculum
- “Standards and Testing” (pp. 393-397)

Day 6: February 28*

- Chapter 6: Curriculum Theory

Day 7: March 7 [College Spring Break—Class will meet.]

- *No reading assignment in text.*
- “PDK/Gallup Poll of the Public’s Attitudes Toward the Public Schools”

Day 8: March 14*

- Chapter 7: Curriculum Development

Day 9: March 21*

- Chapter 8: Curriculum Design

SPRING BREAK: March 28 [Class will not meet.]

Day 10: April 4*

- Chapter 9: Aims, Goals, and Objectives
- **Major Paper topic due (Prepare a brief written description of your intended paper.)**

Day 11: April 11*

- Chapter 10: Curriculum Implementation

Day 12: April 18*

- Chapter 11: Curriculum Evaluation

Day 13: April 25

- *No reading assignment in text.*

Day 14: May 2

- **Final Exam**

Day 15: May 9

- **Major Paper due**
- **Presentation of Paper (Provide copies of executive summary for classmates and professor.)**

General Course Requirements

The Honor Code. All student work, activity, interaction, and communication is governed by the Honor Code of the College and by standards of professional ethics.

Participation. Participation in class has three purposes: (1) Participation in class discussions and activities is the central method for constructing each student's understanding and meaning of the course content; (2) participation is essential to building and employing a collaborative, team-based approach to the course; and (3) student participation is necessary for my formative assessment of learning and on-going planning for instruction. Therefore, participation is included in the students' final grades.

Attendance. Since participation is a required component of the course, regular attendance is necessary. Students are expected to attend and participate in each class. If an absence or tardiness is necessary, please contact me as early in advance as possible. Also, arrange with a classmate and with me, if necessary, to gather missed materials and activities. Students are expected to participate in a manner consistent with the characteristics of effective educational professionals. Multiple absences, tardies, or unconstructive participation (which should not be confused with healthy debate) will reduce a student's final grade.

E-mail Communication. Participation in the course outside of class meeting times includes homework assignments, work on projects, reading, and collaboration with classmates and assigned groups. Participation also includes monitoring e-mail communication from the professor and/or classmates. Your William & Mary e-mail account is your official address for the course. Please be sure to monitor it regularly.

Course Evaluation. The professional evaluation of academic programs is an essential responsibility of educational leaders at all levels; therefore, you are required to complete the on-line course evaluation at the end of the course. You will receive e-mail notification from The College of William and Mary when the site is available for you to complete the evaluation. Your honest and constructive evaluation of the course and instructor are important and appreciated.

Student Evaluation

Participation (includes in-class activities and homework)	11.11%
Reaction Papers	11.11%
Current Issue in Curriculum	11.11%
Final Exam	33.33%
Major Paper	33.33%
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FINAL GRADE	99.99% (100%)

Assignments

A Note about APA Format

APA style conventions should be used for all written projects, with particular attention to the use of APA format for all citations and references. However, given the non-standard nature of several of the assignments in this course, you have considerable latitude in the application of APA style. The aim is a professional appearance to your work, with recognizable conventions that facilitate—rather than detract from—the communication of ideas between you and your reader.

Participation

Participation in the course will consist of questions, discussions, in-class activities, homework assignments, and presentation of the major paper. Participation will be assessed primarily through my observation of students in class and through individual

and small-group products from in-class and homework assignments. Formal feedback regarding your participation grade will not be provided, unless you specifically request it or your performance regularly falls below expectations for a graduate-level class at William and Mary, in which case I will address this with you.

Reaction Papers

You will write a total of ten reaction papers. These papers are intended to capture your reaction to the reading assignment(s) for each designated class. As such, reaction papers may delve into a topic addressed in the reading, launch from the reading into a practical application, or attempt to synthesize ideas across topics either within or beyond this course. Reaction papers are not intended to be reports, nor are they chapter summaries. They are short, focused, insightful responses to the readings by the individual reader. They will be used, in part, to propel discussion in class.

APA style should be used, and each paper should not exceed one double-spaced typed page. A reference page may be included, a cover page should not. Please adhere to the page limit...however difficult that may prove to be.

Current Issue in Curriculum

The purpose of this assignment is to have you (1) identify, (2) critically assess, and (3) lead a productive discussion or activity of a current issue in the field of curriculum.

Begin by identifying a current curriculum issue, question, or controversy that is of interest and importance to you. Be prepared to share with the class a hardcopy of the journal, newspaper, website, etc., from which you retrieved the topic. In preparation for class, critically and comprehensively assess the issue, considering questions such as:

- What are the positions of the competing sides of the issue?
- What makes this issue controversial and/or newsworthy?
- What are the foundational elements (e.g., philosophical, historical, psychological, social) at play?
- How does this illustrate curriculum theory, curriculum development, and/or curriculum evaluation at play in the “real world”?

The above questions are intended to be illustrative, but neither prescriptive nor exhaustive, of the critical assessment that you should give to the issue in advance of the class. Additional research into the topic may be helpful, but is not necessarily required. You do not need to turn in any written product of your critical assessment. Finally, prepare and lead the class in a productive, collaborative discussion or activity on the topic. Plan for 15-30 minutes total, during which time you should adequately introduce the topic and then provide a structure of your choice to engage the class.

Again, no written product is necessary, but you are welcome to use any handouts or instructional materials that help.

Your aim is not to try to win the class over to a particular position on this topic. Instead, you should aim to (1) demonstrate your knowledge of curriculum by identifying an appropriate topic for the class, (2) provide an accurate, accessible, and engaging overview of the issue, reflecting your critical assessment of it, and (3) lead a collaborative discussion or class activity, which results in expanded and/or deepened knowledge of a substantive curriculum issue for your classmates, professor, and yourself.

Final Exam

The final exam consists of an out-of-class and an in-class portion. Outside of class, you will develop an original conceptual model of curriculum development and evaluation. This will consist of a diagram, flowchart, or other visual representation of the curriculum development and evaluation process. For the in-class portion of the exam, you will bring your conceptual model to class and then write a cogent explication of the model, including all major components and the interrelationships among them.

Major Paper

The major paper allows you select a topic of your choice and to conduct original research, while applying the theories and principles addressed in the course. The paper should be approximately ten pages in length. An adequate number of original references should support your original work, and APA format must be used. One of the following four options must be selected and approved by the tenth class meeting. *Please arrange to meet with me in person or by telephone to discuss your paper topic in advance of the tenth week.*

The four choices of paper topics are listed below. The “Illustrative Expectations” are intended to describe the intended focus and broad criteria of each of the options; however, as doctoral-level assignments, each option allows students a great deal of latitude in shaping the specific content of the major paper.

1. Create a Comprehensive, Descriptive Overview of a Recent/Current Curriculum Initiative or Movement

Illustrative Expectations: Identify a clearly defined curriculum movement that is currently afoot in educational settings or has been within recent decades. Describe its foundational roots, the breadth of its influence in the field, results of its implementation, and the current and future status of the curriculum movement.

2. Develop an Original Curriculum or Curriculum Strand

Illustrative Expectations: Present a rationale for the curriculum; identify its foundational characteristics (e.g., philosophical, historical, etc.); develop and describe a conceptual structure for it; provide outcomes (the level to be determined by the scope of the curriculum); explicate its major component elements; and address any implications for instructional strategies and assessment practices associated with the curriculum. Develop and explain recommendations for implementation and evaluation of the curriculum. Note: Please meet with me early in your work to determine the level at which your curriculum product will be aimed.

3. Conduct an Evaluation of a Current Curriculum

Illustrative Expectations: Describe the curriculum, including its foundational elements (e.g., philosophical, historical, etc.) and purpose; identify the curricular aims, goals, and objectives; explain the rationale for evaluating the curriculum; and present an overview of the curriculum evaluation process. Conduct the evaluation and provide the results. Note: Your evaluation of a curriculum need not be comprehensive. You may elect to focus on issues of internal alignment, alignment to professional standards, alignment between curriculum and assessment, or other focused facets of the curriculum.

4. Design and Complete an Original Project of Your Choice

Illustrative Expectations: To be determined in advance in collaboration with me.

On the last night of class, you will present your paper to the class. You are allowed no more than 15 minutes for your presentation. In most cases, 15 minutes is an inadequate amount of time to present an entire paper; therefore, you may be wise to provide a broad overview of your paper topic, and then focus on a limited section or component of your paper. Your presentation will be evaluated on the basis of how instructive and engaging it is in both content and format. In planning your brief presentation, be sure to be clear in your own mind what knowledge, skills, or beliefs you intend for your classmates to take away from your presentation. You are welcome to use any presentation materials that you choose, but you are required to provide your classmates with a one-page executive summary, which should include your name and contact information.

Course Texts

American Psychological Association. (2001). Publication manual of the American Psychological Association. Washington, DC: Author.

Ornstein, A. C., & Hunkins, F. P. (2004). Curriculum foundations, principles, and issues (4th ed.). Boston, MA: Allyn & Bacon.