AMBROSE

Instructor: Kimberley Grant   **Semester:** Fall 2013
Email: kgrant@ambrose.edu   **Office Hours:** T & Th
                                                              11:30-12:00pm

Course Title

Introduction to the Principles and Practices of Curriculum Design and Program Development

Course Description
(Based on the Ambrose Course Catalogue, this paragraph was inserted.)
This course introduces ideas and practices that guide teachers in designing curriculum and developing programs for children (K-6). Literacy and numeracy will be emphasized. This is intended to provide students with foundational information and practices. Variables such as special needs, cultural backgrounds, technology, community, society, and politics will be examined.

Further Course Information

This course introduces students to selected ideas and practices that guide teachers' professional practices in designing curriculum and developing programs for children in today's schools (K-6). Students will be introduced to the nine main disciplines used to organize learning experiences in schools, and undertake an interpretation of why curriculum is designed and programs are planned as they are in schools. The main intention of this course is for students to experience how best to design curriculum and plan programs so all children can learn in school settings. In addition, this course is designed to assist students of education to understand the problems and possible solutions associated with curriculum design and program development in school and community contexts; and, to develop a set of executive strategies to guide their future professional practices in design of curriculum and planning of programs. The students will be expected to work cross-disciplinary units in the program and integrate course work outcomes. Literacy and numeracy will be emphasized.

CDPD 500 is the first of three graduated and integrated courses in curriculum design and program development and is intended to provide students with foundational information and practices regarding the requirements of curriculum design and program development in elementary school classrooms in Alberta.

Intended Learning Outcomes

Through this course, students will

- gain an understanding of the role of the teacher in translating ~~the requirements~~a program of studies into plans for teaching.
- ~~so that~~foster the ability to develop plans for activities in which all learners can learn, including ~~learners~~those with special learning needs and those from various cultural backgrounds~~., and will~~
- explore the various orientations and methods regarding curriculum decision-making in schools.
- ~~Students will~~ examine the role of technologies in education.
- acknowledge and demonstrate an understanding of~~, as well as~~ community, societal, political and school variables that influence curriculum design and program development in elementary schools.

~~(Syllabi need to explicitly list learning outcomes. It seems that this paragraph could be re-written in bullet form under the title of, "Intended Learning Outcomes"?~~

~~Instructor Information~~

September 4 - December 6, 2013
Tuesdays and Thursdays, ~~Th~~ 8:15-11:15 a.m.

Textbooks

K-6 Program of Studies: Alberta Education

Caffarella, Rosemary. (2002). *Planning programs for adult learners.* San Francisco, CA: Jossey-Bass.

Angelo, T.A. & Cross, K. Patricia. (1993). *Classroom Assessment Techniques.* San Francisco, CA: Jossey-Bass.

Attendance

Attendance at each class is mandatory.

Academic Requirements

Assignments CDPD500 (Fall 2013)	%/100
Course Participation	10
Portfolio - lesson plans, peer feedback received from peers, self-assessment	35
Peer Feedback - given to your peers	10
Lesson Plans submitted with Reflection Paper 3 times in the term, 15% each	45

Course Outline

Week of	Topic	Readings/Assignment
Sept 5	Introduction	
Sept 10/12	Curriculum Design	readings to be assigned
Sept 17/19	Principles of Program Development including lesson planning and assessment	readings to be assigned
Sept 24	Differentiation/Technology	readings to be assigned
Oct 1/3	Language Arts	Oct 3 collaboratively planned lesson
Oct 8/10	Social Studies	Oct 10 individually planned lesson
Oct 15/17	Additional Language/ESL	**Oct 15 Lesson + Reflection #1** Oct 17 lesson
Oct 22/24	PE	Oct 22 meet in gym Oct 24 gym-based lesson
Oct 29/31	Health and Wellness	Oct 31 lesson
Nov 5/7	Science	**Nov 5 Lesson + Reflection #2** Nov 7 lesson
Nov 12/14	Mathematics	Nov 14 lesson
Nov 19/21	Fine Arts and Music	Nov 21 lesson
Nov 26/28	Religious Education	Nov 28 collaboratively planned lesson
Dec 3/5	~~Wrap up/Exam prep~~Final topics and review	**Dec 3 Lesson + Reflection #3** ~~due December 12 by noon~~

Course Requirements

In light of having 30 students, this seems really heavy for you in terms of marking. Also, we are striving for consistency across courses regarding participation and professionalism. It's probably easier to speak face-to-face, if you can arrange to see me (Carrie), or talk on the phone asap.

9 X plans X 20 minutes? Too much time

1. **Design and Implement Learning Experiences (9 x 5%) - 45%**

Students are required to design nine learning experiences (lesson plans), one each for language arts, social studies, mathematics, science, physical education, fine arts/music, health and wellness education, additional/second language acquisition and art.

Students are expected to give evidence in each designed learning experience of the following:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

There is a standard chart for all our courses to insert here.

Letter Grade	Description
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Additional Information

Graduates of the B Ed program at Ambrose will have been prepared to undertake thorough analyses of the contexts in which optimum learning occurs and to make instructional decisions regarding which pedagogical knowledge and abilities to apply that will result in optimal learning by students. A successful graduate will be an effective beginning teacher who:

- holds a high view of teaching as a vocation;
- supports Christian-based values;
- believes strongly in the primacy of learning for children in schools;
- has a thorough understanding of, and confidence to work with, inquiry-based learning;
- possesses knowledge of curriculum and learning theory;
- displays a readiness to engage in shared praxis;
- possesses an ability to build positive relationships with children, parents, and colleagues;
- believes in the intrinsic value and uniqueness of each child;

Important Notes/Dates: education.alberta.ca/media/6734948/teaching%20quality%20standard%20%20english.pdf

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 15, 2013 (Fall semester) or Sunday, January 19, 2014 (winter semester). These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to **audit**, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (*withdraw*) – Tuesday, November 12, 2013 (Fall semester) or Friday, March 21, 2014 (Winter semester). A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by Monday, November 25, 2013 (Fall semester) or Monday, March 31, 2014 (Winter semester). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own.

Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

Assessment Guide