COURSE SYLLABUS

Curriculum Planning with BYOC (Build Your Own Curriculum)

Summer 2008

Instructor: Robert Nickel
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Location: Washington Elementary School
2911 Washington Street
Wisconsin Rapids

Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)

ENROLLMENT OPTIONS:

<table>
<thead>
<tr>
<th>One (1) Graduate Credit</th>
<th>Two (2) Graduate Credits</th>
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<tbody>
<tr>
<td>Course # ED &amp; HUD 795-6, 737 (#0451C)</td>
<td>Course # ED &amp; HUD 795-6, 738 (#0451CC)</td>
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<tr>
<td>Schedule: Monday thru Thursday, August 4-7, 2008 (8:30 a.m.-12:30 p.m.)</td>
<td>Schedule: Monday thru Thursday, August 4-7, 2008 (8:30 a.m.-4:00 p.m.)</td>
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Course Emphasis:

The emphases of this course will be 1) an understanding of concept-based unit design, 2) the application of that design model to the BYOC (Build Your Own Curriculum) program, and 3) a review of professional literature related to curriculum, assessment, or instruction.

Course Rationale:

School districts are required to maintain written documentation of the curriculum taught at all levels PK – 12. Utilization of the online tool BYOC (Build Your Own Curriculum) allows a district to develop the documentation in a format that allows ease of use (entry, updating, and reporting).

Course Description:

BYOC is an up-to-date tool for developing written curriculum. This course will allow teachers an opportunity to develop a general understanding of concept-based unit design and then apply that design model to entry of actual course data. Teachers will enter course particulars (e.g., course description, units, topics, key concepts or generalizations, and alignment of benchmarks).
Course Objectives:

1. Participants will be introduced to the structure of concept-based unit design as well as the process of horizontally and vertically sequencing curriculum in a school district.

2. Participants will design a course of instruction utilizing the following structure: units; topics; key concepts and generalizations; and alignment of benchmarks.

3. Participants will transfer the course design information into the BYOC (Build Your Own Curriculum) tool.

4. Participants will self- and peer-evaluate course information based on a district-defined rubric.

5. Participants will complete a research and reflection paper on a topic related to curriculum, assessment, instruction, or their specific content area.

Required Readings

**One of the following** (available from Association of Supervision and Curriculum Development):

- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (2001) by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock
- *Designing Personalized Learning for Every Student* (2001) by Dianne Ferguson, Cleo Droege, Hafdis Guðjónsdóttir, Jackie Lester, Gwen Meyer, Ginevra Ralph, Nadia Sampson and Janet Williams
- *Educators As Learners: Creating a Professional Learning Community in Your School* (2000) edited by Penelope J. Wald and Michael S. Castleberry
- *Essential Ingredients: Recipes for Teaching Writing* (2001) by Sandra Worsham
- *Getting Results with Curriculum Mapping* (2004) edited by Heidi Hayes Jacobs
- *How to Use Problem-Based Learning in the Classroom* (1997) by Robert Delisle


Mapping the Big Picture: Integrating Curriculum and Assessment K–12 (1997) by Heidi Hayes Jacobs


Staying Centered: Curriculum Leadership in A Turbulent Era (1998) by Steven J. Gross


One of the following (available from Corwin Press):

- Concept-Based Curriculum and Instruction for the Thinking Classroom (2006) by H. Lynn Erickson.
- Concept-Based Curriculum and Instruction (2002) by H. Lynn Erickson.
Course Requirements:

1. Students will complete a paper outline of a course of instruction including units, topics, key concepts or generalizations, and alignment of benchmarks. This assignment will be completed via direct instruction, followed by work time, and concluded with group sharing.

2. Students will collaborate to develop a rubric by which all course information entered in BYOC will be evaluated. This assignment will be completed via collaboration.

3. Students will enter data for a course (s) of instruction into BYOC (see specific requirements for 1 and 2 credit participants, and elementary, middle, and high school teachers).

4. Students will read professional literature and write a summary/reflection paper on that literature. Students will also provide a brief (3 to 5 minute presentation) on the literature.

For elementary and middle school teachers:
- 1 credit: Data entry for year-length course of instruction and completion of one research project.
- 2 credits: Data entry for two, year-length courses of instruction and completion of one research project or data entry for one year-length course of instruction and completion of two research projects.

For high school teachers:
- 1 credit: Data entry for year-length course or two semester-length courses of instruction and completion of one research project.
- 2 credits: Data entry for two, year-length or four, semester-length courses of instruction and completion of one research project.

Evaluation and Assessment:

- BYOC Data Entry – 80 percent.
  - Participants will submit a paper outline of a course of instruction.
  - Participants will collaborate to develop a rubric for course data entry into BYOC.
  - Participants will enter course data according to the rubric.
  - Instructor evaluation will be accomplished through use of the rubric developed above.

- Research Project – 20 percent.
  - Participants will select and read literature from the list provided above or students may select – with approval – another title more appropriately matched to their needs.
  - Participants will write a summary/reflection paper on the literature. The paper will be written in APA style and will be three to five pages in length.
  - Participants will share information from the literature in a 3 to 5 minute presentation to classmates.
  - Instructor evaluation will be accomplished through use of a rubric developed for research writing.
  - NOTE: This project will be assigned prior to the first class meeting session.
Schedule

- **Monday, August 4, 2008**
  - Introduction to written curriculum (including horizontal and vertical sequencing).
  - Introduction to concept-based unit design.
  - Overview of BYOC structure.
  - Development of paper outline of course of instruction.
  - Sharing of professional literature.
  - Continued development of paper outline of course of instruction.

- **Tuesday, August 5, 2008**
  - Review of BYOC structure.
  - Collaborative development of district rubric on BYOC data entry.
  - Peer review of paper outline of course of instruction.
  - Data entry of course of instruction.
  - Sharing of professional literature.
  - Data entry of course of instruction.

- **Wednesday, August 6, 2008**
  - Group review of data entry.
  - Sharing of professional literature.
  - Data entry of course of instruction.

- **Thursday, August 7, 2008**
  - Group review of data entry.
  - Sharing of professional literature.
  - Data entry of course of instruction.

- **Friday, August 22, 2008**
  - All materials submitted to instructor by 5:00 p.m.

**Wisconsin Standards for Teacher Development and Licensure**

1. Teachers know the subjects they are teaching.
4. Teachers know how to teach.
7. Teachers are able to plan different kinds of lessons.

March 24, 2008--CL