TYNDALE
THEOLOGICAL SEMINARY

Professor Name Dr. Steve Shardy   **May 22, 2011**

I. Course Description:

This course complements the content introduced in EDUC4370. The student will learn to plan, develop, implement, and evaluate a subject-specific curriculum with instructional materials.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in the discussion on curriculum development, implementation, and assessment.
2. The students will develop a deeper understanding and appreciation of the complexity of the curriculum development process.
3. The students will analyze and evaluate selected course curricula in light of principles and concepts discussed in class.
4. The students will prepare a curriculum (with materials) on a subject of their choice.

III. Course Textbooks

Required Text:

Van Brummelen, *Steppingstones to Curriculum: A Biblical Path*. ACSI. ISBN-13: 9781583310236.

Recommended Texts for Additional Study:

Carey, *Systematic Design of Instruction*, 7th ed. (Allyn & Bacon, 2007), ISBN: 0205585566.

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).

2. **Reading Assignments and Accountability** – Everyone is expected to read assigned material before each lecture. On-line students will sign off that they have completed such readings with their Tyndale email. Each lecture has assigned reading accountability questions that must be reviewed before class.

3. **Research Assignment**s:

   Assignment 1: Students will take notes from the lectures and submit them with the other assignments. Although I offer latitude in format and content, allow for one page per lecture (double spaced). Title this assignment EDUC 6301 LECTURE NOTES.

   Assignment 2: Students will critique and evaluate the course text. Papers must be typed, double-spaced, and 3-4 pages in length. Be sure to capture the important elements of each reading and summarize their importance in the context of the purpose of the course. Please check your spelling and grammar.

   Assignment 3: Students will review a sample curriculum. The review will be 6-8 pages in length, double-spaced and follow the research and submission requirements outlined in the school catalog. If in doubt, address questions to the professor before proceeding. **Online students may reduce this assignment to 4-6 pages.**

   Assignment 4: Students will prepare a curriculum with materials for a subject of their choice. **Online students may omit this assignment**.

4. **Course Exams** – There will be no course quizzes or examinations. Final grade will determined based on attendance and results of research projects.

5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.

6. **Campus students** will submit assignments as directed by the Professor**.**
    Online Students will submit assignments directly to the Advising Professor/Instructor**.**

7. **Scoring Rubric**

Assignments	Campus	Online
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Assignment Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	**100**	**100**

V. Course Outline & Assignments

Class 1 – Introduction

Course objectives, readings, assignments, purpose of the course.

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Class 2 – What is Curriculum?

Reading Component – Brummelen Chapter 1.
What is the definition of curriculum? What is the Biblical perspective on curriculum?

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Class 3 – Curriculum Orientation

Reading Component – Brummelen Chapters 2&3.
Describe in detail the difference between curriculum planning and curriculum design. What are the steps in curriculum plannning?

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Class 4 – Organizing the Curriculum

Reading Component – Brummelen Chapters 4&5.
Describe the factors that affect curriculum organization. What are the aspects of reality with respect to curriculum?

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Class 5 – Curriculum Planning

Reading Component – Brummelen Chapter 6.
Describe the institutional aspect of curriculum development. Discuss the steps in curriculum planning.

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Class 6 – Writing Curriculum

Reading Component – Brummelen Chapter 7.
What is the context of curriculum writing? Provide examples from the text to support your response.

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Class 7 – Subjects of the Curriculum

Reading Component – Brummelen Chapter 8.
How is the scope of the curriculum related to the context? What are some of the aspects in various subject areas?

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Class 8 – Guide to Curriculum Development

        Reading Component – Brummelen Chapter 9.
        Describe the curriculum development process from start to finish. How are teachers curriculum leaders?

Class 9 – Evaluating and Using Curriculum

        Reading Component – No additional reading assignment.
        Be prepared to discuss the various approaches to evaluating commercial curriculum products. Bring sample products to class (optional).
        Research Component – **Assignments due**.

VI. Tyndale General Policies and Procedures
Assignment Format
All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
                                (e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Learning Center Students: LC *Location,* Campus Prof. Name, Class # & Name, Student Name
                                  (e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
                                  (e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates
Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines
All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed*. (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).