

**SIMON FRASER UNIVERSITY  
SUMMER SEMESTER 2006**

**EDUC 471-4  
CURRICULUM DEVELOPMENT: THEORY AND  
PRACTICE  
(D01.00)**

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Tuesday 12:00-3:50 UCFV Abbotsford room# A234

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**PREREQUISITE:** 60 credit hours

**INTENT OF THE COURSE**

As human beings, we know only in part, and we are known only in part. However much we may think we know about our subject matter, teaching, our students, and ourselves, there is always more for us not only to learn, but also to unlearn. As we in education are unavoidably involved in the process of shaping young hearts and minds, one of the most important things for us to get to know is the ground of our own positions as teachers and of the curricula we teach. Something else we ought also to be mindful of is that in the present context of plurality along a number of axes of difference, our students and their families may not share, or even desire to share, our convictions. If we are truly going to fulfil the curricular mandate to celebrate and foster diversity, we must be prepared to give an answer to the questions, "Why are you teaching this?" and "Why start here, and not there?" We must also be prepared to open up our hearts and minds in such a way that we are able to enter into, establish, and maintain amicable professional relationships with others, even with those with whom we may strongly disagree.

The word "curriculum" derives from the Latin, currere, which means to run the course. The course we shall run this semester will be to journey toward a broader and deeper understanding of the ground on which we as teachers stand, and of the ground upon which some of the curriculum we teach is based. Having begun that process, we will begin to map out how we might go about developing a curriculum and pedagogy that could so transform the hearts and minds of un/learners as to make another Holocaust, or Apartheid, or Rwanda, or Residential schools, or Japanese internment, or Montreal massacre, or Columbine, or Jason Lang, or Reena Virk, or Matthew Shepherd impossible.

**EVALUATION**

Testimonial journal	25%	Class Contribution	15%
Major project/paper	30%	Small Group Presentation	30%

**REQUIRED TEXTS**

Posner, G.J. and A. N. Rudnitsky. (2005) Course design: A guide to curriculum development for teachers. 7th Edition. New York: Longman, ISBN: 0205457665

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