

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2006**

**EDUC 471-4
CURRICULUM DEVELOPMENT: THEORY AND
PRACTICE
(D04.00)**

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Thursday 8:30-12:20 Surrey Campus Room 15-645

PREREQUISITE: 60 credit hours.

COURSE DESCRIPTION

The standards and accountability movement in education has largely resulted in the specification of educational outcomes by governmental and professional bodies. The role of textbook publishers, testing organizations, and education curriculum writers has also helped further define (and constrain) the work of teachers. In addition, the stated curriculum frequently obscures a "hidden" curriculum that works to maintain—or change—current social value systems. Finally, the way in which the curriculum is defined has an impact on the teaching methods teachers may use, and the ways in which students are able to access the various curricula. Understanding how these domains interact and are defined can help teachers both engage their students in—and move them beyond—the constrained curriculums, both explicit and hidden.

This course will help current and future teachers find, understand, and critique the curriculum in our schools through analysis of current and historical events and theoretical dialogues. It will offer students the opportunity to explore the curriculum writing process and critically examine current issues in curricula and curriculum theory. Students will examine the personal, political, professional, and corporate interests involved in curriculum development, as well as the complex relationship between curriculum and teaching.

REQUIRED TEXTBOOK(S):

* Beyer, L., & Apple, M. (Eds.). (1998). *The Curriculum: Problems, Politics, and Possibilities*. State University of New York Press.

* Counts, G. (1978). *Dare the school build a new social order?* Southern Illinois University Press. ISBN 0809308789 [tentative]

ONLINE READINGS:

* Dewey, J. (1944). Selected readings from "Democracy and Education." Retrieved March 23 from <http://www.ilt.columbia.edu/publications/dewey.html>.

* Other selected readings as identified in class

COURSE REQUIREMENTS:

Weekly web-log entries (10 postings)	20%
Term paper	30%
Classroom presentation	30%
Reading and participation	20%

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