

Spring Semester 2008

EDUC 471-4
Curriculum Development:
Theory and Practice
D100

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Office hours:
Wednesday 11:00 – 12:00

Wednesdays: 1:30 – 5:20
EDUC 8620F

PREREQUISITES

60 credit hours

DESCRIPTION

Teachers play important roles in the development of curriculum expectations, experiences and learning resources. This educational endeavour is a complex process, which benefits from the integration of theory and practice. In developing of worthwhile learning experiences for students, we need to critically examine a variety of important questions such as:

- How does one's educational philosophy impact curriculum development?
- What should be the role of the student in curriculum development?
- What curriculum experiences are worth planning?
- What are the relationships between theory and practice in the creation of curriculum?
- What roles do the various stakeholders play in the development of curriculum?
- What cultural and political factors impact curriculum decisions?

As we explore various models of curriculum development, participants will be introduced to skills and ideas that contribute to the development of meaningful curriculum.

In this course you are expected to complete reading assignments and course assignments. You will maximize your learning by actively participating in class activities. As this course requires active participation, 4% will be deducted for each missed class. All assignments are to be submitted by the due date specified, unless arranged with the instructor at least one week in advance. Late submissions that have not been approved in advance will be penalized by a loss of one letter grade (e.g. B to B-) for each day late. Work handed in must be completed for this course only.

REQUIRED READINGS

Readings will be provided by the instructor at a cost of \$20.00. Please provide the \$20.00 at the second class.

EVALUATION

Evaluation will be based on both individual and small group assignments.

- Interview project 30%
- Small group workshop presentation 25%
(peer evaluation 5%, group self-evaluation
and instructor evaluation 20%)
- Participation 5%
- Final project 40%

SIMON FRASER UNIVERSITY GRADING SCALE

Letter Grade	Percentage	Definition	Numerical Equivalent
A+	96 – 100	Excellent, outstanding performance	4.33
A	91 - 95		4.00
A-	86 – 90		3.67
B+	80 – 85	Very good, good performance	3.33
B	75 – 79		3.00
B-	70 – 74		2.67
C+	65- 69	Satisfactory performance	2.33
C	60 -64		2.00
C-	55 – 59	Marginal performance	1.67
D	50 – 54		1.00
F	<50	Unsatisfactory performance	0.00