

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 471-4
CURRICULUM DEVELOPMENT: THEORY & PRACTICE
(E200)**

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Tuesday 5:30-9:20 Surrey Campus Room 3280

PREREQUISITE: 60 credit hours

COURSE DESCRIPTION

The idea of curriculum is hardly new - but the way we understand and theorize it has altered over the years - and there remains considerable dispute as to meaning. Curriculum theory, at its best, is a challenging and exiting intellectual puzzle. It is a vibrant field full of contradictions, challenges, uncertainties and directions. As learning is planned and guided, we have to specify in advance what we are seeking to achieve and how we are to go about it. And yet when we teach, what we do must make a difference. Consequently, we must learn to cherish variety in curriculum theory, to nurture it, to celebrate it, to cultivate it. The curriculum should also engender curiosity and develop student's love of learning requiring students to develop a critical intelligence that is adaptable to unforeseen circumstances.

Through the readings of required texts, articles, class discussions and individual presentations this course will provide prospective and practicing teachers with theoretical and practical ideas that will allow them to draw on an understanding of educational theory and research about sound educational practice. This course is highly interactive and students are expected to attend all classes and fully participate in all activities by completing all readings and course assignments, and contribute to class discussions.

REQUIRED READINGS

Barrow, Robin (1984) *Giving Teaching Back to Teachers; A Critical Introduction to Curriculum Theory*. The Althouse Press, Harvester Wheat sheaf, New York, N.Y.

ONLINE READINGS:

* Dewey, J. (1944). Selected readings from "Democracy and Education." Retrieved March 3rd, 2008 from <http://www.ilt.columbia.edu/publications/dewey.html>.

RESERVE BOOKS

Palmer, Parker J. (1998) *The Courage To Teach: Exploring The Inner Landscape Of A Teachers Life*, Jossey-Bass, San Francisco, California

Osborne, Ken (1999) *Education: A Guide to the Canadian School Debate: Who Wants What and Why?* Penguin Books, Toronto, Ontario

COURSE REQUIREMENTS:

Attendance: Attend and participate in all classes (10%)
Class Discussion: Lead a class discussion on 2 assigned course readings (20%)
Classroom Presentations: of a current topic of curricular interest (30%).
Term Paper: 10-12 page paper; topics TBA and
in consultation with instructor (40%)

NOTE:

All written assignments should be typed, double-spaced, 12 point Times New Roman or 10 point courier) APA style.

TENTATIVE SCHEDULE

Week 1- Introduction

Week 2 – xxx Chap 1&2
XXX Chap 1

Week 3 xxx Chap 3&4
XXX Chap 2

Week 4 xxx Chap 5&6
XXX Chap 3

Week 5 xxx Chap 7&8
XXX Chap 4

Week 6- Curriculum Project

Week 7 – Curriculum project

Week 8 - Presentations

Week 9 – xxx Chap 7&8
XXX Chap 5

Week 10 – xxx Chap 9&10
XXX Chap 6

Week 11 – xxx Chap XX

Week 12 - Presentations

Week 13 – Term paper due

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html
