

**SIMON FRASER UNIVERSITY  
SUMMER SEMESTER 2009**

**EDUC 471-4  
CURRICULUM DEVELOPMENT: THEORY AND  
PRACTICE  
(D100)**

**Dr. Marela Dichupa**

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**WEDNESDAY 9:30-1:20 PM  
SURREY CAMPUS ROOM 3280**

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**Prerequisite: 60 Credit Hours**

**COURSE DESCRIPTION**

Whether we realize it or not, theory underlies our teaching practice. We are only partially aware of what and how we communicate and teach, even as we inevitably affect student learning. It is therefore crucial that we consider curricula that are hidden and unintended as well as those that are intentional. We do so as responsive and responsible teachers.

This course provides some lenses for thinking about curriculum. Our class will examine the orientations to curriculum development. We will study these in light of the historical, social, political and the inter-personal. Our investigation will also lead us to dig deep and critically look into the assumptions that form and inform our theory and practice. We will look at the connection between our conceptions of curriculum and the implications of these on our classroom practices, and hence, student learning. Together, we will develop the awareness and skills necessary to assess existing curricula and develop new ones.

**GOALS OF THE COURSE**

- At the end of the course, it is expected that students will have a grasp of the major theories in curriculum development, and their underlying assumptions.
- Students are also expected to use this knowledge to assess existing curricula and develop new ones.

**ASSIGNMENTS AND EVALUATION**

Unannounced quizzes (six) - 30%

Group presentation - 20%

Critical paper on the group presentation topic - 10%

(To be written individually by each group member)

Narrative essay or final project (student choice) - 35%

Peer review of the narrative essay or final project - 5%

**REQUIRED READINGS**

Custom Courseware for Section D1 & D5: Starting Points and Forks in the Road

Dewey, John. Experience and Education. New York: Touchstone, 1997. ISBN 068483828

Freire, Paulo. Pedagogy of the Oppressed. Translated by Myra Bergman Ramos.

New York: Continuum International Publishing Group Inc., 2002. ISBN

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