

**SIMON FRASER UNIVERSITY  
SUMMER SESSION 2009**

**EDUC 471-4  
CURRICULUM DEVELOPMENT: THEORY & PRACTICE  
(E300)**

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### **COURSE DESCRIPTION**

Curriculum is one of the defining features of a teacher's working life. In its most everyday sense, it refers to expectations (or, sometimes, prescriptions) of what should be taught and learned in particular grades and subject areas. On closer examination, however, questions begin to arise:

- Where do these expectations come from, and how do they match up with the daily reality of students and classrooms?
- What are the theories that inform curriculum documents, and what kinds of assumptions do they make about teaching? About learning? About knowledge? About the goals of education?
- What options are open to teachers for interpreting or reshaping the curriculum? What resources and ideas can they draw on to accomplish their goals?

This course introduces some of the most influential and powerful ways of thinking about curriculum developed over the past century. It asks students to reflect deeply on their own curricular assumptions and values, and to develop their skills at analyzing and critiquing curriculum documents. Finally, it develops a set of curricular ideas and strategies aimed at engaging teachers' and students' imaginations in learning.

### **Readings**

Flinders, David and Stephen Thornton (eds.). 2004. *The Curriculum Studies Reader*. 2nd ed. Routledge. ISBN 0415945232, 9780415945233.

Egan, Kieran. 2005. *An Imaginative Approach to Teaching*. San Francisco: Jossey-Bass. ISBN 078797157X

Additional readings may be provided on line or in class.

### **Assignments**

**Four short responses to selected readings.** These will be due May 14, 21, 28, and one in June, posted to the course website. A few people will have the option of doing their fourth response as an oral presentation of a particular chapter. These responses will provide an opportunity to clarify your thinking about particular readings that strike you as interesting. Each is worth 6% of the course mark. Responses to others' postings are worth a further 6%. Total 30%.

**Group project:** Curriculum critique. After we've analyzed and critiqued some curriculum documents in class, you'll be asked to work with a couple of other people to analyze and critique a curriculum document of particular interest to you. This could be taken from the provincial IRPs or from other sources, e.g. professional associations, textbooks, etc. The project involves both an oral presentation (15%), delivered at one of the June classes, and a written report (20%). Total 35%.

**Individual project:** Imaginative unit plan. The final project requires you to apply ideas from the course to develop an imaginative approach to teaching a particular topic from the provincial curriculum. This process involves both a preliminary outline, submitted for feedback (10%) and a fully worked out teaching plan (25%). Total 35%.

### **Schedule**

The class will meet from May 4 to July 20. Note that there is no class on May 18 (Victoria Day), but there are readings and assignments for that week. We will be using a course website where you will normally post your assignments, and you are expected to provide feedback on others' work, of 30 minutes to an hour per week.

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[http://www.educ.sfu.ca/ugradprogs/student\\_resources/index.html](http://www.educ.sfu.ca/ugradprogs/student_resources/index.html)