

**SIMON FRASER UNIVERSITY  
SUMMER SEMESTER 2004**

**EDUC 471-4  
CURRICULUM DEVELOPMENT: THEORY AND PRACTICE  
(D03.00)**

**Joi Freed-Garrod**  
email: [jfreed@cariboo.bc.ca](mailto:jfreed@cariboo.bc.ca)

Monday & Wednesday 13:00-16:50 EDB 7500B

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**PREREQUISITE:** 60 credit hours

**Course Description and Objectives:**

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 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 the role of the student be in curriculum development?
- How can teachers construct curriculum that is effective for a diverse population of students?
- What roles do imagination and creative thinking have in curriculum design and implementation?
- 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?
- Why is the concept of life-long learning important in curriculum development?
- What cultural and political factors impact on curriculum decisions?

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

**Requirements:**

1. attend and participate in all classes (10%)
2. lead a class discussion on assigned course readings (15%)
3. present a current topic of curricular interest to the class with a group (20% instructor evaluation; 5% self-evaluation)
4. write a critical reflection paper, analyzing a course reading or another article you find compelling - in consultation with the instructor (25%)
5. final project – curriculum design (25%): create a curriculum resource, including rationale and artefact, specific to your own professional context (ex., unit of study in a content area for a particular age/grade;

instructional video; PowerPoint lecture/demonstration; storybook; artistic work)

### **Required Readings:**

#### **Books**

1. Beyer, Landon, E. & Apple, M. (eds.) 1998. The curriculum: Problems, politics and possibilities, 2nd edition. SUNY Press.
2. Egan, K. 1998. The educated mind. Chicago: University of Chicago Press.

#### **Articles to download from the Internet:**

1. MacKenzie, P. Native students in the intermediate classroom: Strategies to enhance their self-esteem and achievement. Available at:  
<http://www.bctf.bc.ca/social/AboriginalEd/horizon/intermediate.html>
2. Parker, P. Heart of a teacher: Identity and integrity in teaching. Available at:  
<http://www.mcli.dist.maricopa.edu/fsd/afc99/articles/heartof.html>
3. Ward, A. Literacy in multicultural settings: Whose culture are we discussing? Available at: <http://www.eradingonline.org/articles/ward.html#delpit>

Please note that there may be changes to dates/times to accommodate one less class – be prepared to discuss options at the first class.

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