

## Curriculum Development: Theory and Practice

Education 471

Section: E100

Term: 2011 Fall

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Thursdays: EDB 7600B

4:30-8:20 p.m.

Discussion Topics:

This

course will explore the theoretical complexity of the notion of curriculum theory and development to reveal the sense of unreliability of such documents and practices that are not based on sound theory. A curriculum is as good as the people who write them. Without a sound theoretical base a curriculum cannot have practical validity as such. Good practice is grounded in good theory. Various philosophies of education and their possible implementation in curriculums will be examined in the context of these remarks.

PURPOSE:

It is

hoped that students will become fully aware of the complexity of curriculum theory and development so that they can design their own personal curriculums that reflect a solid basis in theory.

Grading:

EVALUATION

Grading will be based on two major written assignments, an exam and two class presentations.

Two seminar oral presentations:  $2 \times 15 = 30\%$

The CD Assignment

A written lesson plan based on 4 CD's (2 required CDs AND any two of your own choice). How would you incorporate all four of these CDs into a classroom? Write out lesson plans that you could put into action in a fictitious or real classroom. You may choose any level ranging from Kindergarten to Grade 12. This document should be approximately 10-15 pages long and should include a one page introductory statement of what you believe is important or significant about your lesson plans. You should also designate how long your classes are supposed to last. (You may choose any time from one week to two weeks duration.) The format of your lesson plan is up to you. Use any format that you personally could use some day in a classroom ( $1 \times 25 =$

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25%).

Final Paper (1 X 25 = 25%).

Exam (based on the readings) 1 X 20 = 20%

**Required Texts:**

Barrow, Robin, Giving Teaching back to Teachers: A Critical Introduction to Curriculum Theory. Wheatsheaf, Barnes and Noble & The Althouse Press, ISBN:0-7108-0274-9..

Kieran, Egan, Imagination in Teaching and Learning: The Middle School Years. The University of Chicago Press, ISBN: 0-226-19035-8.

2 CDs: TBA first day of class

**Recommended Texts:**

**Materials/Supplies:**

Prerequisite/Corequisite: 60 credit hours

Notes: 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)

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