

SIMON FRASER UNIVERSITY

S. 76-41

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject Faculty of Arts New Course Proposals:
PSYCH.400-3; SPAN: 104-8

Date 17th February, 1976

At its meeting of February 10th, 1976 the Senate Committee on Undergraduate Studies considered proposals from the Faculty of Arts for two new courses. Its actions give rise to the motions conveyed in this memorandum.

ITEM 1 - PSYCH. 400-3

MOTION

That Senate approve and recommend approval to the Board of Governors PSYCH.400-3, Honors Seminar.

NOTE: Members of SCUS were informed that approximately twenty to thirty students graduate in honors psychology each year. Therefore, the anticipated enrollment for PSYCH. 400 is thirty.

SCUS approved, subject to approval of the course and to the Registrar's determination of feasibility, the first offering of PSYCH.400-3, Honors Seminar, in 1976-3.

ITEM 2 - SPAN. 104-8

MOTION

That Senate approve and recommend approval to the Board of Governors SPAN.104-8, Basic Spanish (Immersion).

NOTE: Documentation for the course indicates that SPAN.104-8 is equivalent in content to SPAN.102-4, Introductory Spanish I, and SPAN.103-4, Introductory Spanish II. A question was raised regarding the necessity for maintaining the latter courses and it was judged desirable to maintain them in order to provide for students who take one Spanish course at a time in conjunction with a normal load of other courses. However, members of SCUS considered it desirable to provide an integrated, immersion approach to learning Spanish by approving the new course rather than by making ad hoc prerequisite waivers and concurrent offerings of the two existing courses. Provision of both alternatives will allow a student's transcript to reflect accurately the nature of his educational experience.

SCUS approved subject to approval of the course and to the Registrar's determination of feasibility, the first offering of SPAN. 104-8, Basic Spanish (Immersion), in the Summer Session 1976-2.

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Daniel R. Birch

SIMON FRASER UNIVERSITY

SCUS 76-1

MEMORANDUM

Mr. H.M. Evans, Secretary

From: Sheila Roberts, Secretary

SCUS

Arts Curriculum Committee

Subject: New Course Proposal - PSYC 400 -3

Date: January 26, 1976

At its meeting of January 22, 1976 the Faculty of Arts Curriculum Committee approved Psychology 400-3 for permanent inclusion in the Calendar. Would you please include it on the agenda for the next meeting of the Senate Committee on Undergraduate Studies.

Thank you.

S. Roberts
S. Roberts

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: Psychology

Abbreviation Code: PSYC Course Number: 400 Credit Hours: 3 Vector: 0-3-0

Title of Course: Honors Seminar

Calendar Description of Course: Psych 400 supplies background to and discussion of research in psychology. It is intended for students who plan to launch a research project, especially for their honors project.

Nature of Course Seminar

Prerequisites (or special instructions):

Preference given to honors students
Open only to students with at least 60 semester hours credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-3

Which of your present faculty would be available to make the proposed offering possible? All faculty. Whenever feasible the Chairman of the Department or the Undergraduate Advisor will serve as instructor.

Objectives of the Course

Supplies an advanced orientation to psychological research and to psychology as a profession. Serves to situate prospective research ideas of students within the domain of contemporary research and serves to expose honors students to one another's ideas. Acquaints students with research-relevant resources including the areas of expertise of existing faculty.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff "

Library " We lack one journal which will be ordered.

Audio Visual " Otherwise we have needed materials.

Space "

Equipment "

Office of the

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Faculty of Arts

5. Approval

Date: January 26, 1976

Department Chairman

Dean

Chairman, SCUS

PSYCHOLOGY 400

COURSE OUTLINE

Psychology 400-3 is designed to supply an advanced orientation to psychological research and to psychology as a profession; to situate the students' ideas for research within the domain of contemporary psychology, to expose honors students to one another's ideas, and to acquaint honors students with research-relevant resources, including the areas of expertise of the faculty. All first semester honors students will be encouraged to register for the seminar.

Although the specific content of the seminar will vary with the students who take it, the structure will remain constant. The seminar will begin with an exploration of ideas for the honors or research project. Seminar members will be required to define their research problems clearly, and to relate them to current psychological research and theorizing. Students will be required to read relevant portions of publications like the Annual Review of Psychology and the latest journal articles in the areas relevant to their proposed research, and they will be required to present an overview of the area (or areas) to other members of the seminar. Specific studies, read by all seminar members, will be selected for critical review (reading list attached). The purpose of these exercises will be to acquaint students with the loopholes, limitations and contributions of various psychological approaches to knowledge.

In the second half of the seminar students will be required to present designs for hypothetical research projects. The designs will be criticized by fellow members of the seminar. All students will read material on research design related to these projects.

Psych 400-3 should provide an optimal preparation for Psych 490-5 and 499-5, the honors project by:

- a) helping students develop plausible thesis projects,
- b) familiarizing students with appropriate resources,
- c) supplying an overview of areas related to thesis ideas,
- d) exploring various means of testing ideas,
- e) developing a critical attitude toward psychological research, and
- f) acquainting honors students with the ideas and orientations of their fellow honors students.

The seminar is not designed merely as a preparation for an honors project; it is an introduction to topics and problems appropriate for students who have made a tentative commitment to advanced study and research.

Sample Reading List

Reading in the seminar will vary with the interests of the students. It would be expected that students would read the Annual Review of Psychology and articles in journals related to their interest. Students would also be required to read the Canadian Psychology Review and the American Psychologist. The following reading typifies that which would be assigned to all seminar members:

- ✓ Borgatta, E.F. and Lambert, W.W. Handbook of Personality Theory and Research, Chicago, Rand McNally, 1968.
- ✓ Buss, A.R. The emerging field of the sociology of psychological knowledge, American Psychologist, 1975, 30, 988-1003.
- ✓ Campbell, D.T., Stanley, J.C. Experimental and quasi-experimental designs for research. Chicago, Rand McNally, 1963.
- ✓ Cattell, R.B. Handbook of multivariate experimental psychology, Chicago, Rand McNally, 1966.
- Coan, R.W. Facts, factors and artifacts: The quest for psychological meaning. ✓ Psychological Review, 1964, 71, 123-140.
- Coffield, K.E. Research methodology a possible reconciliation. American ✓ Psychologist, 1970, 25, 511-516.
- Cronbach, L.J. The two disciplines of scientific psychology. American ✓ Psychologist, 1957, 12, 671-684.
- Cronbach, L.J. Beyond the two disciplines of scientific psychology. American ✓ Psychologist, 1975, 30, 116-127. (a)
- Feldman, C.F. & Hass, W.A. Controls, conceptualization and the interrelation ✓ between experimental and correlational research. American Psychologist, 1970, 25, 633-635.
- Hebb, D.O. What psychology is about? American Psychologist, 1974, 25, 29, 71-80.
- ✓ Hebb, D. What is Science? Canadian Psychological Review, 1975.
- ✓ Kling, J.W. and Riggs, L.O. (Ed.) Woodworth and Slossburg's experimental psychology (3rd ed.), New York, Holt, Rinehart and Winston, 1971.
- Mussen, P.H. Carmichael's manual of child psychology (3rd ed.), New York, John Wiley & Sons, 1970.

SIMON FRASER UNIVERSITY

SCUS 76-2

MEMORANDUM

Mr. H.M. Evans, Secretary
SCUS
Subject New Course Proposal - Spanish
104-8

From Sheila Roberts, Secretary
Arts Curriculum Committee
Date January 26, 1976

At its meeting of January 22, 1976 the Faculty of Arts Curriculum Committee approved Spanish 104-8 for permanent inclusion in the Calendar. The Committee was informed that although the content of this course is same as Spanish 102-4 and Spanish 103-4, that the difference of approach warrants its inclusion as a distinct course.

Would you please put this on the Agenda of the next meeting of the Senate Committee on Undergraduate Studies.

Thank you.

Sheila Roberts

S. Roberts

SIMON FRASER UNIVERSITY

MEMORANDUM

Sheila Roberts,
Secretary, Faculty of Arts
Curriculum Committee.

From Dr. Ch. P. Bouton,
Department of Modern Languages.

Subject Span. 104 - New Course Proposal.

Date November 26, 1975.

Would you please place the enclosed new course proposal form, which has been approved by DML Plenary, on the agenda for consideration at the next meeting of the Faculty of Arts Curriculum Committee.

CPB/bg

Ch. P. Bouton
Dr. Ch. P. Bouton
Chairman, DML.

Office of the Dean
NOV 27 1975
Faculty of Arts

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: Modern Languages

Abbreviation Code: SPAN Course Number: 104 Credit Hours: 8 Vector: 3-7-0

Title of Course: Basic Spanish (Immersion)

Calendar Description of Course: Acquisition of basic spoken fluency and elementary reading facility. This course is for all students who have not previously taken Spanish and for those whose proficiency in Spanish is not judged adequate for more advanced courses. This course is equivalent in content to Spanish 102-4 plus 103-4.

Nature of Course

Prerequisites (or special instructions):

May not be taken for further credit by students who have completed SPAN 100-3, SPAN 102-4, SPAN 101-3 or SPAN 103-4.

(No prerequisites)

Similarly students with credit for SPAN 104 may not take this course for further credit

What course (courses), if any, is being dropped from the calendar if this course is approved:

None. This is just an accelerated combination of two existing courses.

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? Summer Session 1976-2

Which of your present faculty would be available to make the proposed offering possible? Colhoun, Hammerly, Kim, Knowles

Objectives of the Course

To make it possible for beginning Spanish students to begin to see the results of their efforts sooner and thus decrease their tendency to become discouraged. To allow students to enroll sooner in the more advanced Spanish courses, whose content is more interesting. To give a basic knowledge in a shorter period of time, which makes it an ideal Summer Session course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	None
Staff	More language assistant hours
Library	None <i>No difficulties. L. chosen</i>
Audio Visual	None
Space	None
Equipment	None

5. Approval

Date: November 26, 1975

January 26, 1976

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

Proposed Course Outline for SPAN 104-8

Basic Spanish (Immersion), identified as SPAN 104-8, combines into one course the content of two existing courses, Span. 102-4 and Span. 103-4, thus making it possible for the students to reach the same level of proficiency in Spanish in half the time during a regular semester and in one fourth the time during Summer Sessions.

Immersion courses have been found to be successful at a number of institutions. Their success is due to the opportunity they give for the overlearning of language skills and the lesser demands they make on long-term memory.

By the end of the course, the students will have learned (1) all of the phonological system of Spanish, (2) all of the orthographic rules of Spanish, (3) the most important grammatical structures of the language, and (4) a Spanish vocabulary of about 1,500 words.

Basic materials are the required textbook, D. Bolinger et al's Modern Spanish, third edition (Harcourt Brace, 1973), and optional materials such as the reader Sol y sombra (Harcourt Brace, 1972) by P. Pimsleur, the writing workbook Writing Modern Spanish, revised edition (Harcourt Brace, 1973), and the book of short narrations by J.M. Pittaro, Cuentecitos (Regents, 1968), used to enhance listening comprehension.

The course is taught by a team of instructor and language assistant(s). In order to provide an environment conducive to conversation in the classroom, sections in this course must be strictly limited to 12 to 15 students each. The course emphasizes spoken communication without neglecting the development of basic reading and elementary writing skills.