

SIMON FRASER UNIVERSITY

MEMORANDUM

S.81-161

To..... Senate

From..... Senate Committee on Undergraduate
Studies

Subject..... EDUCATION - NEW COURSES and CHANGES

Date..... November 18, 1981

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of November 3, 1981 gives rise to the following motions:

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.81-161

1. the proposed new courses:

EDUC 330-3 A Critical History of Educational Thought
EDUC 432-4 Philosophical Issues in Teaching
EDUC 433-4 Philosophical Issues in Curriculum
EDUC 468-4 Recent Advances in the Teaching of English
as a Second Language
EDUC 488-4 Special Topics
EDUC 495-4 Special Topics
EDUC 496-4 Special Topics

2. The discontinuation of:

Analysis of Educational Concepts - EDUC 431-4 if EDUC 433-4
is approved.
Contemporary Issues in World Education - EDUC 442-4 if
EDUC 432-4 is approved."

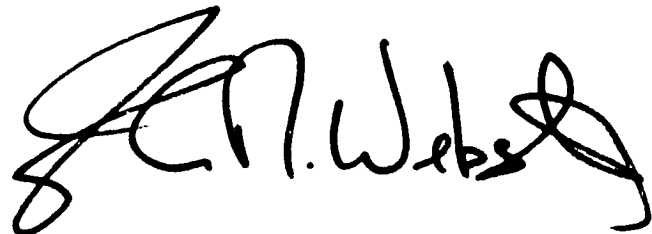
In discussion it was indicated that the changes primarily represent useful updating of the offerings in Education. The Special Topics courses are required to increase flexibility particularly in the intersession, summer session, summer semester period.

FOR INFORMATION:

Acting under delegated authority at its meeting of November 3, 1981 the Senate Committee on Undergraduate Studies approved change in description and change in title for:

EDUC 230-3 from Philosophical Issues in Education
to Introduction to Philosophy in Education.

EDUC 437-4 from Ethics and Education
to Ethical Issues in Education.



SIMON FRASER UNIVERSITY

SCUS 81-54

MEMORANDUM

To: Harry Evans, Secretary
Senate Committee on Undergraduate Studies
Subject: *Faculty of Education*
New Course Proposals

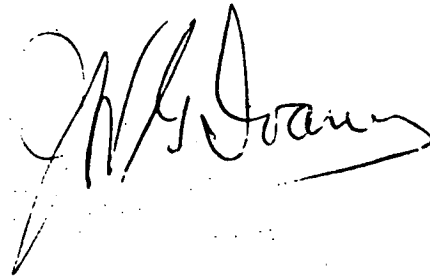
From: J. W. George Ivany
Dean of Education
Date: 1981-09-30

The Faculty of Education at its meeting on September 28, 1981 approved the following new course proposals:

- Educ. 330-3 A Critical History of Educational Thought
- Educ. 432-4 Philosophical Issues in Teaching
- Educ. 433-4 Philosophical Issues in Curriculum
- Educ. 468-4 Recent Advances in the Teaching of English
as a Second Language
- Educ. 437-4 Ethical Issues in Education
- Educ. 230-3 Introduction to Philosophy of Education
- Educ. 488-4 Special Topics
- Educ. 495-4 Special Topics
- Educ. 496-4 Special Topics

Please include them on the agenda of the next meeting of the Senate Committee on Undergraduate Studies.

JWGI:nb
cc Executive Committee



RECEIVED

OCT - 5 1981

REGISTRAR'S OFFICE
MAIL DESK

Registrar's Note: In this paper, for Educ. etc
read "EDUC"

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

346

UPC 81-13

FE 81-12

Department: Education

1. Calendar Information

Abbreviation Code: Educ. Course Number: 330 Credit Hours: 3 Vector: 2-1-0

Title of Course: A Critical History of Educational Thought

Calendar Description of Course: A critical examination of educational thought from Socrates and Plato to Dewey and the neoprogressivists, showing their influence on the development of educational theory and practice.

Nature of Course: (see objectives of the course)

Prerequisites (or special instructions):

None

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 or twice a year.

Semester in which the course will first be offered? 1982-3

3. Goals of the Course

(See Objectives and Rational)

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library Acquisition of those additional library holdings marked with an asterisk in the readings list.

Audio Visual None

Space None

Equipment None

5. Approval

Date: 8/Sept / 81 8/10/2

Kieran Egan
Department Chairman

J. H. Leary
Dean

John W. Welch
Chairman, SCUS

Critical History of Educational Thought

Goals of the course

To develop in the students an understanding of educational theories and practices in other times and places as well as in Canada. Those ideas and policies will be chosen for consideration that are most relevant to the understanding of current educational issues. Thus the course will deal mainly with:

- a. the character and status of educational theory and policy in various periods, i.e., the varying configurations of those disciplines that were considered relevant to the process of education;
- b. the models of teaching implicit in various educational theories.
- c. the Development of National Educational Systems

Outline of Topics for Education 330 - Critical History of Educational Thought

- a. Education in non-Western Cultures
- b. From socialization to Education: The development of the Concept of Education in ancient Greece. (Education in the Homeric World, Sparta and Athens. Major Educational Theorists: Plato, Isocrates, the Sophists and Aristotle)
- c. Preparation for Public Life: Educational Ideas and Practices in the Roman World (Quintilian)
- d. Medieval Theories of Education
 - (1) The Paradox of Teaching: St. Augustine's Theory of Teaching and his Philosophy of History
 - (2) Medieval Mysticism
 - (3) Scholasticism and Education: St. Thomas Aquinas
- e. The Humanistic Movement and Seventeenth-Century Theories
 - (1) The Humanist: Erasmus
 - (2) The Pansophist: Comenius
 - (3) The Gentleman: Locke
- f. The Age of Enlightenment: Jean-Jacques Rousseau and Naturalism in Education
- g. The Reform Movement: Pestalozzi, Herbart, Froebel and Spencer
- h. The Influence of Progressive Education: John Dewey and the Neo-progressivists

Rationale

The following comments attempt to answer some of the questions that have been raised about the value and place of the proposed new course in the History of Educational Ideas.

1. The study of the History of Educational Ideas constitutes an important dimension of Education that is worth studying both for its own sake as well as for its value to prospective teachers. We believe that the development of a historical perspective on current educational issues and ideas is useful, if not necessary, for their understanding and appreciation. There is hardly a current idea or issue in education that does not have its roots in the past and will not be illuminated by an examination of its history.
2. This is not a course in the History of Canadian Education, although it will deal with the development of educational ideas in Canada. The purpose of the course is to explore those educational ideas that have influenced the development of education elsewhere as well as in Canada.
3. Although this is not a course in Comparative Education, it will emphasize the study of educational ideas against their respective cultural contexts as well as the comparison of educational ideas in various cultures and periods. Thus, this course might stimulate some students to pursue comparative educational studies in the future.

Indicative Sources

1. Archambault, R.D. (ed.) Dewey on Education: Appraisals, N.Y.: Random House, 1966.
2. Aristotle, Politics.
3. Barrow, Robin. Radical Education. London: Martin Robertson, 1978.
4. Brauner, C.J. American Educational Theory. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.
5. Broudy, H. and Palmer, J. Exemplars of Teaching,
6. Brubacker, J.S. A History of the Problems of Education. Toronto: McGraw-Hill Book Co., 1966.
7. Brumbaugh, Robert S. and Lawrence, Nathaniel M. Philosophical Themes in Modern Education, Boston: Houghton Mifflin Co., 1973.
8. Brumbaugh, R.S. and Lawrence, N.M. Six Essays on the Foundations of Western Thought. Boston: Houghton Mifflin Co., 1963.
9. Cremin, L.A. The Transformation of the School. New York: Vintage Books, (Random House), 1964.
10. Curtis, S.J. and Boulton, M.E.A. A Short History of Educational Ideas. London: Univ. Tutorial Press, 1961.

11. Dewey, John. Democracy and Education. New York: The Free Press, 1966 (1916).
12. Dewey, John. Experience and Education. New York: Collier Books, 1963.
13. Dewey, John. Human Nature and Conduct. New York: The Modern Library, 1957 (1922).
14. Dewey, John. The Public and its Problems. Denver: Alan Swallow, 1954 (1927).
15. Drake, W.E. Intellectual Foundations of Modern Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.
16. Drake, W.E. (ed.) Sources for Intellectual Foundations of Modern Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.
17. Ehlers, Henry (ed.) Crucial Issues in Education. New York: Holt, Rinehart & Winston, Inc., 1969.
18. Frankena, W. Three Historical Philosophies of Education: Aristotle, Kant, Dewey. Chicago: Scott, Foresman and Co., 1965.
19. Frost, S.E. Historical & Philosophical Foundations of Western Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
20. Gillet, M. (ed.) Readings in the History of Education. Toronto: McGraw-Hill Co. of Canada Ltd., 1969.
21. Good, H.G. and Teller, J.D. A History of Western Education. Toronto: The Macmillan Co., 1969.
22. Gruber, F.C. Historical and Contemporary Philosophies of Education. New York: Thomas Y. Crowell Company, 1973.
23. Jaeger, W. Paideia: The Ideals of Greek Culture. New York: Oxford Univ. Press, 1945.
24. Jeffreys, M.V.C. John Locke: Prophet of Common Sense. London: Methuen & Co. Ltd., 1967.
25. Johnson, F. Henry. A Brief History of Canadian Education. Toronto: McGraw-Hill Co. of Canada Ltd., 1968.
26. Kazamias, A. Herbert Spencer on Education. New York: Teachers College Press, 1966.
27. Lawr, D. and Gidney, R. (eds.) Educating Canadians. Toronto: Van Nostrand Reinhold Ltd., 1973.
28. Lawrence, Elisabeth. The Origins and Growth of Modern Education. Baltimore, Penguin, 1970.
29. Marrou, H.I. A History of Education in Antiquity. London: Sheed and Ward, 1956.

30. Nash, et al (eds.) The Educated Man. New York: John Wiley & Sons, 1965.
31. Neil, A.S. Summerhill: A Radical Approach to Education. London: Gollancz, 1962.
32. Peters, R.S. Essays on Educators. London: Allen & Unwin, 1981.
33. Phillips, C.E. The Development of Education in Canada. Toronto: W.J. Gage & Co. Ltd., 1957.
34. Piaget, J. (ed.) John Amos Comenius on Education.
35. Plato, The Republic, Meno, The Laws.
36. Popper, K.R. The Open Society and its Enemies (Vol. I & II). London: Routledge & Kegan Paul, 1966.
37. Power, E.J. Evolution of Educational Doctrine: Major Educ. Theorists of the Western World. New York: Appleton-Century-Crofts, 1969.
38. Price, K. Education & Philosophical Thought. Boston: Allyn & Bacon, 1967.
39. Rousseau, Jean-Jacques. Emile. Dutton, New York: Everyman's Library, 1963 (1911).
40. Spencer, H. Essays on Education. London: Everyman's Library, 1963 (1911).
41. Skinner, B.F. Walden Two. New York: The Macmillan Co, 1962 (1948).
42. Skinner, B.F. The Technology of Teaching. New York: Appleton-Century-Crofts, 1968.
43. Tibble, J.W. The Study of Education. London: Routledge, Kegan Paul, 1966.
44. Wilson, J.D., et al. Canadian Education: A History. Scarborough, Ont.: Prentice-Hall of Canada Ltd., 1970.

Journals

Educational Theory

The Journal of Educational Thought

History of Education

Journal of History of Ideas

Typical Course Requirements

Typical course requirements for Ed. 330 might be as follows:

1. Required reading of three or four books such as

- a) E.W. Drake, Intellectual Foundations of Modern Education.
 - b) E.W. Drake (ed.). Sources for Intellectual Foundations of Modern Education.
 - c) R.S. Brumbaugh & N.M. Lawrence. Philosophical Themes in Modern Education.
 - d) R. Barrow. Radical Education.
2. Extended essay of approximately 15 typed double-spaced pages on a topic approved by the instructor.
3. Final examination.

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course or program proposals; not needed for course re-numbering)

Course No. and Name or Program: Educ 330 - Critical History of Educational Thought

1. Evaluation of current library collection:

The collection can support this course

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

There are funds to order the in print titles the library does not have, provided said titles are in print and available.

3. Estimated costs:

A. Initial costs - monographs: \$75.00

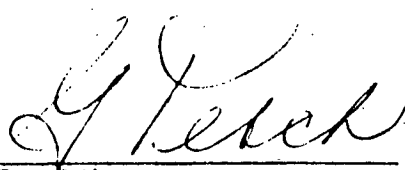
serials:

B. Continuing costs - monographs:

serials:

4. Additional comments:

BNA approval will pick up titles as they become available.


For Library


For Faculty Department

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

UPC 81-14

FE 81-13

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: Educ. Course No.: 432 Credit Hours: 4 Vector: 3-1-0

Title of Course: Philosophical Issues in Teaching

Calendar Description of Course: In this course a number of classroom practices and teacher related activities are philosophically examined. Assumptions underlying these practices are made explicit; the meaning and structure of the arguments clarified; and the merits of the arguments assessed. Examples of topics to be discussed are: instruction, indoctrination, individualization, play, creativity, discipline, and open education.

Nature of Course (See attached course outline).

Prerequisites (or special instructions): Educ. 230 or equivalent or permission of instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved: Educ. 442

2. Scheduling

How frequently will the course be offered? Once or twice yearly

Semester in which the course will first be offered? '82-2

3. Goals of the Course. To enable teachers to assess the merits of adopting certain practices as a result of increased understanding of the nature and meaning of claims made, of the type of evidence they require, and of the assumptions underlying them. It responds to the demand that philosophy of education be more relevant to the teacher.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library Acquisition of those few additional library holdings marked with an asterisk in the readings list.

Audio Visual None

Space None

Equipment None

5. Approval

Date: 8/sep/81

8/11/82

W. Egan
Department Chairman

J. H. Dean
Dean

W. Webster
Chairman, SCUS

EDUC. 432: PHILOSOPHICAL ISSUES IN TEACHING

I. OUTLINE OF TOPICS

1. The teacher as educator
 - (a) 'Efficient' and 'good' teaching distinguished
 - (b) Criteria for 'educative' teaching
 - (c) Teaching in the educational process. Why teach?
2. The teacher and rational planning
 - (a) Elements of curriculum: objectives, content, methodology
 - (b) Content-centered teaching
 - (c) Child-centered teaching
3. Teaching and related activities
 - (a) The concept of teaching
 - (b) The concept of indoctrination
 - (c) The concept (and place) of conditioning
4. The teacher's treatment of children
 - (a) Freedom and authority in the classroom
 - (b) Discipline and punishment in the classroom
 - (c) Meaning (and role) of compulsion, coercion, manipulation
 - (d) The student-teacher relationship
5. Teaching techniques examined
 - (a) Play; learning to learn; learning by discovery; instruction
 - (b) Individualization and values clarification as teaching technique
 - (c) Creativity and teaching
6. The teacher as facilitator of learning
 - (a) Open education
 - (b) Alternative education
 - (c) Self-education

II. INDICATIVE SOURCES

Journals

Educational Philosophy and Theory
Educational Theory
The Journal of Educational Thought
Journal of Philosophy of Education
Proceedings of the Philosophy of Education Society of Great Britain
Studies in Philosophy and Education

Books

- Barrow, Robin, Radical Education: A Critique of Freeschooling and Deschooling, London, Martin Robertson, 1978.
- Dearden, R.F., Philosophy of Primary Education, London, Routledge and Kegan Paul, 1968.
- Dearden, R.F., Problems in Primary Education, London, Routledge and Kegan Paul, 1976.
- Green, Thomas F., The Activities of Teaching, New York, McGraw-Hill, 1971.
- Hirst, P.H., and Peters, R.S., The Logic of Education, London, Routledge.
- Lloyd, D.I., Philosophy and the Teacher, London, Routledge and Kegan Paul, 1976.
- MacMillan, C.J.B., and Nelson, T.W. (eds.), Concepts of Teaching: Philosophical Essays, Chicago, Rand McNally, 1968.
- *Nyberg, D. (ed.), The Philosophy of Open Education, London, Routledge and Kegan Paul, 1975.
- *Passmore, John, The Philosophy of Teaching, Cambridge, Mass., Harvard University Press, 1980.
- Peters, R.S., Authority, Responsibility and Education, London, George Allen and Universe (New Edition).
- Peters, R.S. (ed.), The Concept of Education, London, Routledge and Kegan Paul, 1967.
- Peters, R.S. (ed.), The Philosophy of Education, Oxford University Press, 1973.
- *Peters, R.S. (ed.), Perspectives on Plowden, London, Routledge and Kegan Paul, 1969.
- Rich, J.M., Innovations in Education (2nd Edition), Allyn and Bacon, 1978.
- Scheffler, I., Reason and Teaching, New York, Bobbs-Merrill, 1973.
- Snook, I.A. (ed.), Concepts of Indoctrination, London, Routledge and Kegan Paul, 1972.
- Wilson, J., Philosophy and Practical Education, London, Routledge and Kegan Paul, 1977.
- Woods, R.G., and Barrow, R., An Introduction to Philosophy of Education, London, Methuen, 1975.

III. TYPICAL COURSE REQUIREMENTS

Typical course requirements might be as follows:

1. Required reading of two texts and five or six selected essays.
Two good texts are:

D.I. Lloyd (ed.) Philosophy and the Teacher

John Passmore, The Philosophy of Teaching

Selected essays might include:

P.H. Hirst, "The Logic of the Curriculum" in
Journal of Curriculum Studies, 1969.

B.P. Komisar, "Teaching: Act and Enterprise" in
Studies in Philosophy and Education,
Vol. VI, #2, 1968.

D. Cockrane, "Teaching and Creativity: A Philo-
sophical Analysis" in Educational
Theory, Vol. 25, #1, 1975.

Examination on required readings is recommended.

2. Extended essay on a topic selected or approved by instructor.
This will require selected readings in addition to required
course readings.
3. Class presentations on required or recommended readings.

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course or program proposals; not needed for course re-numbering)

Course No. and Name or Program: Educ 432 - Philosophical Issues in Teaching

1. Evaluation of current library collection:

The current library collection can adequately support this course.

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

3. Estimated costs:

A. Initial costs - monographs:

serials:

B. Continuing costs - monographs:

serials:

4. Additional comments:

BNA approval will pick up 1981-82 in prints as they become available.


For Library


For Faculty Department

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

UPC 81-15

FE 81-14

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: ED

Course No.: 433

Credit Hours: 4

Vector: 3-1-0

Title of Course: Philosophical Issues in Curriculum

Calendar Description of Course: This course examines fundamental philosophical issues involved in designing, evaluating, or changing educational curricula. Such issues as the nature and justification of educational curriculum, the components of a rational curriculum, the nature of knowledge and its differentiation, curriculum integration and the education of the emotions. The course also deals with such current issues as the place of "behavioral objectives" in education, the "hiddencurriculum" and the sociology of knowledge.

Nature of Course - SEE OUTLINE

Prerequisites (or special instructions):

Ed. 230 or equivalent or permission of instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved: Ed. 431 Analysis of Educational Concepts.

2. Scheduling

How frequently will the course be offered: Once or twice yearly

Semester in which the course will first be offered? 1982/2

3. Goals of the Course - To help students of education appreciate the important philosophical problems underlying curriculum development and understand the nature and components of rational curriculum planning, in education. Such a task has become more urgent today with the emphasis that is being placed in local curriculum development.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space None

Equipment None

5. Approval

Date: 8/Sept/81

Kieran Egan
Department Chairman

8/10/2
John W. Dean
Dean

John W. Dean
Chairman, SCUS

I. COURSE OUTLINE

1. The philosopher's role in curriculum planning
2. The concept of Curriculum
3. The rational planning of curriculum
 - a) objectives
 - b) content
 - c) method
4. The nature of education
 - a) Education and knowledge
 - b) Education as the development of mind
 - c) Cognition and the emotions
5. The justification of curriculum content:
 - a) intrinsic value
 - b) instrumental value
 - c) the interest of the child
6. The nature of knowledge
 - a) the range of cognitive and educational concepts
 - i) Knowing and believing
 - ii) Teaching and learning
 - b) knowledge, truth, evidence, belief
 - e) sociology of knowledge
7. The differentiation of knowledge and the curriculum
8. Curriculum "integration"
9. Current issues
 - a) the "core curriculum"
 - b) the "hidden curriculum"
 - c) the "behavioral objectives" movement
10. Curriculum assessment

II. INDICATIVE SOURCES

- A. BOOKS -
1. ARCHAMBAULT, Reginald D.
(ed.), Philosophical Analysis & Education
London: R.K.P., 1965
 2. BARROW, Robin, Radical Education: A Critique of
Freeschooling and Deschooling
London: Martin Robertson, 1978
 3. BRENT, Allen, Philosophical Foundations for the
Curriculum.
London: Allen & Jnwin, 1978
 4. BROUDY, Harry S. et al, Democracy and Excellence
in American Secondary Education
Chicago: Rand McNally & Co., 1964
 5. DEARDEN, R. F. et al,
(ed.), Education and the Development of Reason
London: R.K.P., 1972
 6. DIXON, Keith
(ed.), Philosophy of Education and the Curriculum
Toronto: Pergamon Press, 1972
 7. DOYLE, James F.
(ed.), Educational Judgments
London: R.K.P., 1973
 8. ELAM, Stanley
(ed.), Education and the Structure of Knowledge
Chicago: Rand McNally & Co., 1964
 9. ENTWISTLE, Harold
Child - Centred Education
London: Methueu & Co. Ltd., 1970
 10. FITZGIBBONS, Robert E.,
Making Educational Decisions
Toronto: Harcount Brace Jovanovich, Inc., 1981
 11. HAMILTON, David
Curriculum Evaluation
London: Open Books, 1976
 12. HAMLYN, D.W.
Experience and the Growth of Understanding
London: R.K.P., 1978
 13. HAMLYN, D.W.
The Theory of Knowledge
London: MacMillan, 1971

14. HARRIS, Kevin
Education and Knowledge
London: R.K.P., 1979
15. HIRST, Paul H.
Knowledge and Curriculum
London: R.K.P., 1974
16. HIRST, P.H. and PETERS, R.S.
The Logic of Education
London: R.K.P., 1970
17. HOOK SIDNEY, et al
(ed.), The Philosophy of the Curriculum:
The Need for General Education
Buffalo, N. Y.: Prometheus Books, 1975
18. JENKINS, David and SHIPMAN, Marten, D.,
Curriculum: An Introduction
London: Open Books, 1976
19. BRUNER, Jerome S.,
The Relevance of Education
New York: W.W. Norton & Co., Inc., 1973
20. BRUNER, Jerome S.,
The Process of Education
Cambridge: Harvard Univ. Press, 1966
21. LANGFORD, Glenn & O'CONNOR, D.J.
(ed.), New Essays in Philosophy of Education
London: R.K.P. 1973
22. LEVIT, Martin
(ed.) Curriculum
Urbana Ill: Univ. of Illinois Press, 1971
23. LLOYD, D.I.
(ed.) Philosophy and the Teacher
London: R.K.P., 1976
24. MARTIN, Jane
(ed.) Reading in the Philosophy of Education:
A Study of Curriculum
Boston: Allyn & Bacon, Inc., 1970

Continued

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25. MARTIN, Michael,
Concepts of Science Education
Glenview, Ill: Scott, Foresman & Co., 1972
26. MOORE, T.W.
Educational Theory: An Introduction
London: R.K.P., 1974
27. NYBERG, David
(ed.) The Philosophy of Open Education
London: R.K.P., 1975
28. ORLOSKY, D.E. and SMITH, B.O.
(eds.) Curriculum Development: Issues and Insights
Chicago: Rand, McNally College Publishing Co., 1978
29. PASSMORE, John
The Philosophy of Teaching
Cambridge: Harvard Univ. Press, 1980
30. PETERS, R.S.
Education and the Education of Teachers
London: R.K.P., 1977
31. PETERS, R.S.
(ed.) The Concept of Education
London: R.K.P., 1967
32. PETERS, R.S.
(ed.) The Philosophy of Education
London: Oxford Univ. Press, 1973
33. POPPER, Karl, R.
Objective Knowledge
Oxford and the Clarendon Press, 1973
34. PRING, Richard
Knowledge and Schooling
London: Open Books, 1976
35. PUGNO, Lawrence & FORD, G.W.
(eds.) The Structure of Knowledge and the Curriculum
Chicago: Rand, McNally & Co., 1964
36. REYNOLDS, John and SKILBECK, Malcolm
Culture and the Classroom
London: Open Books

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37. SCHEFFLER, Israel
Conditions of Knowledge
Chicago: Scott, Foresman and Company, 1965
38. SCHEFFLER, Israel
Reason and Teaching
New York: The Bobbs - Merrill Co., Inc., 1973
39. SCHEFFLER, Israel
(ed.) Philosophy and Education
Boston: Allyn & Bacon, Inc., 1966
40. SCHEFFLER, Israel
Science and Subjectivity
New York: The Bobbs - Merrill Co., Inc., 1967
41. SCHOFIELD, Harry
The Philosophy of Education
London: Allen & Unwin Ltd., 1972
42. SMITH, B. Othanel, et al
(eds.) fundamentals of Curriculum Development
New York: Harcourt, Brace & World, Inc., 1957
43. SMITH, Ralph A.
(ed.) Regaining Educational Leadership
New York: John Wiley & Sons, Inc., 1975
44. SYNDEN, Benson R.
The Hidden Curriculum
Cambridge: The M I T Press, 1971
45. SOCHETT, Hugh
Designing the Curriculum
London: Open Books, 1976
46. SOLOMON, Robert C.
The Passions
New York: Double Day, 1976
47. TABA, Hilda
Curriculum Development: Theory and Practice
New York: Harcourt, Brace & World, Inc., 1962

Continued

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48. THOMSON, Keith and WHITE, John
Curriculum Development: A Dialogue
London: Pitman Publishing, 1975
49. TUSSMAN, Joseph
Government and the Mind
New York: Oxford University Press, 1977
50. WHITE, John
Towards a Compulsory Curriculum
London: Routledge and Kegan Paul, 1973
51. WARNOCK, Mary
Schools of Thought
London: Faber & Faber, 1977
52. WILSON, John
Education in Religion & the Emotions
London: Heinemann, 1971
53. WILSON, John
Philosophy and Practical Education
London, R.K.P., 1977
54. YOUNG, Michael
(ed.) Knowledge and Control
London: Collier - MacMillan, 1971

- B. JOURNALS -
1. Educational Theory
 2. Educational Philosophy and Theory
 3. Journal of Philosophy of Education
 4. Philosophy of Education: Proceedings of the Education Society
 5. Proceedings of the Philosophy of Education Society of Great Britain

III. TYPICAL COURSE REQUIREMENTS

Typical course requirements for Ed. 433 might be as follows:

- 1) Required reading of two or three books and four or five selected essays.

Three excellent texts are:

- a) Paul H. Hirst, Knowledge and Curriculum
- b) Israel Scheffler, Conditions of Knowledge
- c) John White, Towards a Compulsory Curriculum

Selected essays might include

- a) R. S. Peters, "The Justification of Education"
- b) R. Pring, "Curriculum Integration" in Peters (ed), The Philosophy of Education
- c) Mary Warnock, "Curriculum Structure" (from Schools of Thought)

- 2) Extended essay of approximately 15 typed double-spaced pages on a topic approved by the instructor.
- 3) One class presentation on required or recommended readings.

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course or program proposals; not needed for course re-numbering)

Course No. and Name or Program: Educ. 433 Philosophical Issues in Curriculum

1. Evaluation of current library collection:

Resources in the library are adequate to support this course.

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

3. Estimated costs: none
A. Initial costs - monographs:

serials:

B. Continuing costs - monographs:

serials:

4. Additional comments:

New titles will be purchased via the BNA approval plan.

G. Leach
For Library

W. H. G. G. G.
For Faculty Department

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 468 Credit Hours: 4 Vector: _____

Title of Course: Recent Advances in the teaching of English as a second language.

Calendar Description of Course:
(as on attached)

Nature of Course Seminar

Prerequisites (or special instructions):

Prerequisite: Educ - 467

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

2. Scheduling

How frequently will the course be offered? TWICE EACH YEAR

Semester in which the course will first be offered? 1982-2

3. Goals of the Course

To introduce students to recent advances in the area of teaching English as a second language, and to increase their practical expertise in teaching people for whom English is a second language.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff - None

Library

Audio Visual - None

Space - None

Equipment - None

5. Approval

Date: 8/sep/81

Kieran Egan
Department Chairman

8/19/81
JW Graham
Dean

John W. Welch
Chairman, SCUS

PROPOSED COURSE: EDUCATION 468

Recent Advances in the Teaching of English as a Second Language

The one methods course in teaching English as a second language now offered in the Faculty of Education provides teachers with survival skills for dealing with the problems of non-native speakers of English in B.C. classrooms from kindergarten to the community college level. This evening course, Education 467, has been offered every semester for the past four years and enrollment currently runs at 30-40 students every semester (3 semesters per year). All students enrolled take a required linguistics prerequisite.

Approximately 70% of the students in Education 467 are employed as teachers, 10% are foreign students here to upgrade their skills in teaching English as a second language and the remaining 20% are undergraduates at SFU or special students who are not employed as teachers. Except for the 20% in the last category, these students do not overlap with those students who take Linguistics 410, since the latter course is a day course and practicing teachers obviously cannot take it. It should also be noted that 15-20% of the students enrolled in Education 467 are enrolled in or plan to enroll in either the Diploma Program or the Master's Degree Program in TESL in the Faculty of Education.

The demand for a follow-up course to Education 467 has in fact come from students who have completed that course and wish to explore some of the following areas which cannot be covered in a survival-type course: the teaching of non-oral language skills, the use of "alternative" teaching methodologies that have arisen recently, assessment and testing—especially on the elementary and junior high levels, mainstreaming, and the integration of TESL and subject areas in the B.C. curriculum. In addition, all of the newly issued B.C. curriculum guides in

TESL advise that a functional approach be used as the primary teaching methodology. This approach came into existence less than 5 years ago and as a consequence, few teachers have had the training that permits them to implement these new curricula. (This approach, by the way, is an educational approach to the teaching of second languages, not a linguistic approach.) The proposed course will help meet these just described needs.

While it might appear on the surface that there is a bit of overlap between Linguistics 410 and the proposed Education 468, there is in fact no overlap. Few or none of the books on the reading list for the proposed course were in the library until I ordered them. Thus, while a few of the topics appear on both course outlines, either the approaches to them or their content must be different since the members of each department obviously use different reading resources. Further, I have listed only the general library resources on the book list. Curriculum materials are housed in the TESL Materials Centre (MPX 8627) connected with the Professional Development Program and the Learning Resources Centre of the Faculty of Education. Students in the linguistics courses have no access to these; they are available only to Education students. Lastly, students have informed me that they get the "theory" from the linguistics courses I suggest they take and "methods and practice" from Education 467; the proposed course will continue this tradition.

Education 468, like the other methods course, will be an evening offering.

(REVISED)

PROPOSAL FOR A NEW COURSE

Education 468

Recent Advances in the Teaching of English as a
Second Language

CALENDAR DESCRIPTION:

New developments in teaching practice, curriculum development and second language learning research will be explored. Students are expected to have previously acquired a basic level of competence in methods for teaching English as a second language.

PREREQUISITE: Education 467 (Curriculum and Instruction in the Teaching of English as a Second Language)

COURSE OUTLINE

- I. The Rich Curriculum: language forms and language functions
 - A. The cognitive strand in the curriculum
 - B. The affective strand in the curriculum
 - C. The developmental strand in the curriculum
 - D. The linguistic strand in the curriculum
 - E. The rhetorical strand in the curriculum
- II. Curriculum implementation
 - A. Special ESL programs
 - B. Mainstreaming
- III. The foci of current second language learning research
- IV. Language as a object: teaching discourse in the second language setting
- V. Language as an activity: the interaction of discourse and the second language learner
 - A. Applying anthropological insights in teaching practice
 - B. Applying insights from cognitive psychology in teaching practice
 - C. Applying insights from linguistics in teaching practice
 - D. Applying insights from reading research in teaching practice
 - E. Applying insights from research into the process of composition in teaching practice
- VI. Classroom assessment and testing practices

PROPOSAL FOR A NEW COURSE Education 468 Course Outline Continued

TYPICAL ASSIGNMENTS

Assignments will differ each semester depending upon the needs and interests of the class. Typical assignments would be:

- Creation of unit and lesson plans
- Videotaping of a sample lesson which has been taught; critique of the teaching practices used
- Creation of an assessment device, such as a game, interview, etc. for evaluating a learner's comprehension or production of English language forms in a specific setting
- Development of a learning centre for spelling, or reading, or writing

READINGS

Journals

Applied Linguistics
Language Learning
TESOL Quarterly
Language in Society
Canadian Modern Language Journal
Newsletter of the Center for Applied Linguistics
Research in the Teaching of English
The Quarterly Newsletter of the Laboratory of Comparative Human Cognition

Books and Articles

J.P.B. Allen and S. Pit Corder. 1973. Readings for Applied Linguistics (The Edinburgh Course in Applied Linguistics, Volume 1). London: Oxford University.

Richard C. Anderson and Rand J. Spiro. 1977. Schooling and the Acquisition of Knowledge. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Elizabeth Bates. 1976. "Pragmatics and sociolinguistics in child language." in Normal and Deficient Child Language, ed. by D.M. Moorhead and Ann E. Morehead. Baltimore: Univ. Park Press.

Malcolm Coulthard. 1977 An Introduction to Discourse Analysis. London: Longman.

Marion Crowhurst. 1979. "Developing syntactic skill: doing what comes naturally." Language Arts, 56, 521-525.

K. Egan. 1979. Educational Development. N.Y.: Oxford University

Linda Flower and John Hayes. 1980. "The cognition of discovery: defining a rhetorical problem." College Composition and Communication, XXXI, February.

M.A.K. Halliday. 1973. Explorations in the Functions of Language. London: Edward Arnold.

M.A.K. Halliday. 1977. Learning How to Mean. N.Y.: Elsevier.

M.A.K. Halliday and R. Hasan. 1976. Cohesion in Discourse. London: Longman

Evelyn Marcussen Hatch. 1978. Second Language Acquisition (A Book of Readings). Rowley, Mass.: Newbury House.

David E. Ingram. 1976. "Something there is that doesn't love a wall: current developments in foreign language teaching." Audio-visual Journal, 14, 2.

Martin Joos. 1968. "The isolation of styles," in Readings in the Sociology of Language, ed. by Joshua Fishman. Mouton: The Hague.

Elinor Ochs Keenan and Bambi B. Schieffelin. 1975. "Topic as a discourse notion: a study of topic in the conversations of children and adults." In Subject and Topic, ed. by Charles N. Li. N.Y.: Academic Press, 337-384.

Diane Larsen-Freeman. 1980. Discourse Analysis in Second Language Teaching. Rowley, Mass.: Newbury House.

David M. Levy. 1979. "Communicative goals and strategies: between discourse and syntax. In Syntax and Semantics (Volume 12), ed. by Talmy Givon. N.Y.: Academic Press, pp. 183-210.

G.D. McNamee. 1979. "The social interaction origins of narrative skills." Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 1, 4, 63-68.

John McShane. 1980. Learning to Talk. Cambridge: University Press.

James Moffett. 1968. Teaching the Universe of Discourse. Boston: Houghton Mifflin.

Donald M. Murray. 1978. "Internal Revision: a process of discovery." In Research on Composing: Points of Departure, ed. by Lee Odell and Charles Coopes. N.C.T.E., 85-103.

Randolph Quirk. 1968. The Use of English, 2nd ed. London: Longman.

Betty Wallace Robinett. "On the horns of a dilemma: correcting compositions." In Studies in Honor of Albert H. Marckwardt. Washington, D.C.: Teachers of English to Speakers of Other Languages.

Louise M. Rosenblatt. 1978. The Reader, the Text, the Poem: The Transactional Theory of the Literary Work. Carbondale: Southern Illinois University.

G.P. Sampson. 1980. "Teaching the written language using a functional approach." TESL Talk, 11, 2.

Larry Selinker. 1974. "Interlanguages." In Error Analysis, ed. by Jack Richards. London: Longman.

J.A. van Ek. 1977. The Threshold Level for Modern Language Learning in Schools. London: Longman.

V.N. Volosinov. 1973. Marxism and the Philosophy of Language. N.Y.: Seminar Press.

H.G. Widdowson. Teaching Language as Communication. London: Oxford University.

John B. Carroll. "Twenty-five years of research on foreign language aptitude." In Individual Differences and Universals in Language Learning Aptitude, ed. by Karl C. Diller. Rowley, Mass.: Newbury House, 1981, 83-118.

John W. Oller, Jr. "Communicative competence: can it be tested?" in Research in Second Language Acquisition, ed. by R. C. Scarcella and S. D. Krashen. Rowley, Mass.: Newbury House, 1980, pp. 95-104.

J. B. Heaton. Writing English Language Tests (Longman Handbooks for Language Teachers). London: Longman, 1975.

Sara Goodman Zimet. Print and Prejudice. London: Hodder and Stoughton, 1976.

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course or program proposals; not needed for course re-numbering)

Course No. and Name or Program: Educ 468 - Recent Advances in the teaching of English
as a second language

1. Evaluation of current library collection:

The library has 90% of all text and journal material required to support this course.

2. Recommended additions to collection (monographs, serials, other);
attach supplementary lists as necessary:

3. Estimated costs: none
A. Initial costs - monographs:

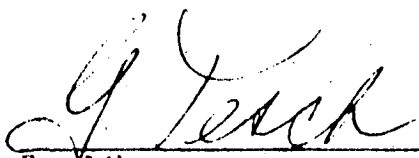
serials:

B. Continuing costs - monographs:

serials:

4. Additional comments:

New titles can be added via the BNA approval plan.


For Library


For Faculty Department



NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 488 Credit Hours: 4 Vector: _____Title of Course: Special Topics

Calendar Description of Course: Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered. NOTE: A maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.

Nature of Course

Prerequisites (or special instructions):

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

2. SchedulingHow frequently will the course be offered? once or twice a year

Semester in which the course will first be offered?

3. Goals of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NoneStaff NoneLibrary NoneAudio Visual NoneSpace NoneEquipment None5. ApprovalDate: 8/Sept/81William Egan
Department Chairman8/11/81
J. H. Conway
DeanSamuel Wehst
Chairman, SCUS

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 495 Credit Hours: 4 Vector: _____Title of Course: Special Topics

Calendar Description of Course: Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered. NOTE: A maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.

Nature of Course

Prerequisites (or special instructions):

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

2. SchedulingHow frequently will the course be offered? once or twice a year

Semester in which the course will first be offered?

3. Goals of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NoneStaff NoneLibrary NoneAudio Visual NoneSpace NoneEquipment None5. ApprovalDate: 8/sep/81Kieran P.
Department Chairman8/10/2
M. H. Dean
DeanW. Weber
Chairman, SCUS

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 496 Credit Hours: 4 Vector: _____Title of Course: Special Topics

Calendar Description of Course: Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered. NOTE: A maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.

Nature of Course

Prerequisites (or special instructions):

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

2. SchedulingHow frequently will the course be offered? once or twice a year

Semester in which the course will first be offered?

3. Goals of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NoneStaff NoneLibrary NoneAudio Visual NoneSpace NoneEquipment None5. ApprovalDate: 8/sept/81William Egan
Department Chairman8/10/81
W. Egan
DeanW. Egan
Chairman, SCUS

~~COURSE~~ COURSE PROPOSAL FORM1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 437 Credit Hours: 4 Vector: _____Title of Course: Ethical Issues in Education

Calendar Description of Course: In this course ethical problems in education are identified and examined. Four major areas of concern are explored: 1. The normative character of education as a whole; 2. The justification of education; 3. Ethical questions related to equality, autonomy, inter-personal relationships, and rights in education; 4. Moral education and values education.

Nature of Course

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: This is a change in title and calendar description only.

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Goals of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. ApprovalDate: 8/Sept/81Nickerson
Department Chairman8/10/81
J.H. Ivory
Dean_____
Chairman, SCUS

NEW COURSE PROPOSAL FORM

TITLE

UPC 81-17

FE 81-17

1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 230 Credit Hours: 3 Vector: _____Title of Course: Introduction to Philosophy of Education

Calendar Description of Course: This course provides prospective teachers as well as others interested in education an opportunity to examine a variety of educational problems from a philosophical perspective. The central concern of the course is to elucidate the nature of education as a phenomenon distinct from such activities as training, schooling, and socialization.

Nature of Course

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: This is a change in title and calendar description only.

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

3. Goals of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

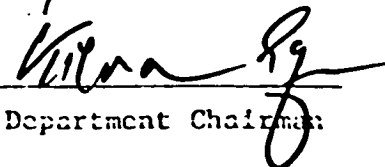
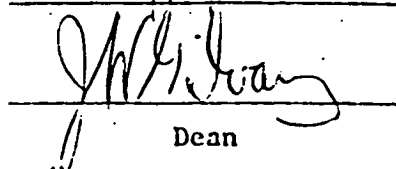
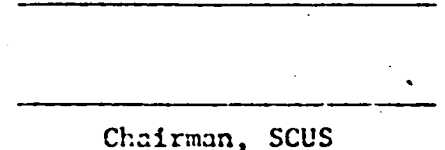
Staff

Library

Audio Visual

Space

Equipment

5. ApprovalDate: 8/Sept/818/10/81
Department Chairman
Dean
Chairman, SCUS