

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: J.W.G. Ivany
Chair, SCAPSubject: Faculty of Education
Reference SCUS 87-23; 87-24;
87-53;
Reference SCAP 87-23; 87-24; 87-53

Date: November 19, 1987

Action undertaken by the Senate Committee on Academic Planning/Senate Committee on Undergraduate Studies gives rise to the following motions:

Motion 1: that Senate approve and recommend approval to the Board of Governors, as set out in S.87-59, the Certificate Program in Literacy Instruction as proposed by the Faculty of Education and the Faculty of Arts including:

New courses	EDUC 341	Literacy, Education and Culture
	EDUC 342	Contemporary Approaches to
		Literacy Instruction
	EDUC 343	Literacy Practicum

Motion 2: that Senate approve and recommend approval to the Board of Governors, as set out in S.87-59, the following

New courses	EDUC 370/385	Special Topics
	EDUC 445	Legal Context of Teaching

FOR INFORMATION

Acting under delegated authority, SCUS approved calendar changes for the following existing courses in Education as set out in S.87-59:

- EDUC 220-3, EDUC 230-3 and EDUC 240-3 to apply towards the Certificate in Liberal Arts
- Change of course description for EDUC 240-3, EDUC 330-3, EDUC 423-4, EDUC 432-4, EDUC 461-4, EDUC 469-4, EDUC 474-4, EDUC 476-4, EDUC 481-4
- Change of title, course description and prerequisite for EDUC 320-3
- Change of prerequisite for EDUC 325-3, EDUC 452-4
- Change of course description and prerequisite for EDUC 429-4, EDUC 459-4,
- Change of title and course description for EDUC 441-4, EDUC 448-4
- Change of title and prerequisite for EDUC 462-4

Certificate Program in Literacy Instruction

This is a proposal for a Certificate Program in Literacy Instruction to be offered through the Faculty of Education in partnership with the Faculty of Arts. The proposal originated in discussions centering on the need for trained literacy tutors in adult basic education, prison education, and community-based education programs. Specific and immediate needs for training of students in the theory and technique of literacy instruction were identified within the Prison Education Program at SFU and in the Learning Centre at the Carnegie Community Centre in Vancouver.

The pre-requisites, core courses, and recommended courses within the Certificate Program will serve the needs and interests of a variety of students, including:

- current SFU undergraduates who wish to acquire specialized certification in this area for employment or research reasons
- current SFU undergraduates who wish to qualify as peer tutors or as tutor-trainers in specialized settings such as correctional institutions or community centres.
- professionals in fields such as adult basic education or ESL who desire to improve their knowledge and upgrade their skills
- teachers, librarians, social workers and others in social service/helping professions who must deal with literacy issues on the job.

The Certificate Program provides for (1) a fundamental background in literature, writing, communication and pedagogy; (2) core courses which address both the theoretical and practice dimensions of Literacy and Literacy Pedagogy, and (3) recommended courses in several academic disciplines which apply to specific aspects of literacy instruction.

The Certificate Program has an important theoretical and research base which takes it far beyond simply 'training'. Literacy is a word of many definitions and exists in a world of largely untested assumptions. There are, for instance, assumptions concerning linkages between literacy levels and employment acquisition and between literacy and criminality. There is an assumption that one can somehow be 'trained' to social integration or social adaptability. Further, there is the assumption that those of our peers who

lack accepted levels of reading and writing skills in fact wish to acquire those skills.

Recognizing the complexity of these issues, the committee chose for the purposes of this project to define literacy as something which permeates the learning and development process rather than as merely a foundation for subsequent learning. While the ability to read and write remains at the core of literacy as defined here, the term also implies other 'literacies', including cultural, political, and even technological.

The Literacy Certificate Program which we propose will challenge many long-held assumptions that remain largely unexamined in the educational world of Adult Basic Education, Life Skills, and Literacy Training. The Certificate Program starts from the assumption that there is a "literacy continuum", the base of which is foundational, and at the upper end a stage we could call "humane literacy". This alternative assumption may radically alter our notion of 'functional literacy', which the Canadian writer Audrey Thomas, in speaking of prison education, defines as:

....that critical threshold in learning which enables a person to become an autonomous individual capable of reflecting upon his/her circumstances and transforming the self and behaviour so that, on the 'outside', the conditions which led to incarceration can be recognized and avoided.

Central to this approach are the ideas that first, the technical, social, and cultural aspects of literacy are integral to each other and thus cannot be divided into separate curricula or programs; second, that literacy includes symbolic and non-verbal communication as well as reading, writing and speaking.

Discussions concerning this proposal began in 1985 and involved representatives from the Institute for the Humanities, the Department of English, the Prison Education Program, the Departments of Psychology and Sociology/Anthropology, and the Faculty of Education.

Program Administration

The Certificate Program will be overseen by a Steering Committee, which will include three representatives from the Faculty of Education and three from the Faculty of Arts, including one faculty member from the English Department and one from the Humanities Minor Program. The chair of the committee will be named by the Dean of Education and the Dean of Arts on a two-year alternating basis. The calendar entry will appear in full under Faculty of Education listings, and that Faculty will provide the necessary support services, except that the Prison Education Program will also provide administrative support for the program as it is offered in correctional institutions.

Funding:

The Certificate in Literacy Instruction was first conceptualized in relation to the Prison Education Program, as a useful contribution by the university to the renewed interest in basic literacy training in correctional institutions. The idea of the program has been very well received by the Solicitor-General, the Honourable James Kelleher, and adequate funding to offer the program within the prisons is assured. The incremental funding required to offer the program in other settings is minimal. Of the three new courses to be offered, all in the Faculty of Education, one has been taught frequently as a special topics course by Professor deCastell, and one is a practicum course. The remaining course can be taught with reasonable frequency by sessionals if regular faculty are unavailable.

Certificate in Literacy Instruction

The Certificate in Literacy Instruction is designed to prepare interested individuals to teach the skills of literacy to adult learners. By combining courses from a number of different disciplines with opportunities for guided practice, the program will provide historical and contextual perspectives on literacy, acquaint students with current practices in the field, and develop practical skills.

Program Requirements:

Students must complete 23 credit hours in core courses, as follows:

Any two of

English 101-3, Introduction to Fiction

English 102-3, Introduction to Poetry

English 103-3, Introduction to Drama

English 104-3, Introduction to the Essay

English 210-3, Composition

Education 240-3, Social Issues in Education

*Education 341-3, Literacy, Education and Culture

*Education 342-3, Contemporary Approaches to Literacy Instruction

*Education 343-5, Literacy Practicum

*new course, see course outlines appended

In addition to the above requirements, students must complete at least an additional 6 credit hours in courses from the Faculty of Education or the Faculty of Arts designated below. Students are expected to select courses that will further their own specific interests in literacy instruction. Students should be aware that some of these courses require the completion of prerequisites outside the Certificate program.

Faculty of Education

- Education 325-3 Measurement and Evaluation for Classroom Teachers
 350-3 Instructional Programs for Diverse Settings
 422-4 Learning Disabilities
 441-4 Cultural Differences and Education
 467-4 Curriculum and Instruction in Teaching English as a Second Language
 471-4 Curriculum Development: Theory and Practice
 472-4 Designs for Learning: English and Language Arts
 473-4 Designs for Learning: Reading

Faculty of Arts

- English 370-4 Studies in Language
 371-4 Advanced Composition: Theory & Practice
 372-4 Creative Writing
 Humanities 306-3 The Philosophical Question of the Humanities
 308-3 The Humanities and Critical Thinking
 Linguistics 260-3 Language, Culture and Society
 Psychology 304-3 Motivation
 306-3 Psychological Assessment Procedures
 320-3 Cognitive Processes
 Sociology and Anthropology
 304-4 Social Control
 333-4 Sociology of Education
 469-4 Symbolism, Myth and Meaning

Notes:

1) Credits applied toward this certificate may not be applied toward any other Simon Fraser University certificate or diploma, but they may be applied toward major or minor program requirements or toward a Bachelor's degree under the normal regulations governing those programs.

2) At least 15 of the 29 required credit hours must be completed at Simon Fraser University.

3) For successful completion of the Certificate, the student must achieve a minimum grade point average of 2.0, calculated on all SFU courses applied to the program, with the exception that duplicate courses are counted only once.

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Program Rationale:

The design of the curriculum program is intended to insure that students have the necessary basic competences for literacy instruction, that they have some very specific instruction and supervised practice in the field, and that they have the opportunity to extend their core training in a direction that accords with their own interests. The 100 level English courses have extensive writing components and are prerequisite to English 210, a composition course at a sufficient level of sophistication as a minimum for this program. The Education 240 course will help to contextualize the tasks of literacy instruction within a broader understanding of educational institutions, and will prepare students for the three required upper division Education courses. These new courses are the essence of the program: EDUC 341 provides an overview of the complex theoretical and social issues that surround literacy instruction; 342 acquaints students with a range of possible models and approaches to adult literacy instruction, and 343 provides a supervised practicum in which one model can be put into practice.

The range of optional courses that have been selected for inclusion in the program recognizes that various kinds of academic inquiry may be usefully augment a student's preparation for undertaking literacy instruction, depending on the interests of the student and the setting in which the instruction is to take place. These courses have been chosen in consultation with the relevant departments as those most suitable to help prepare for specific applications of the program or to reinforce this program's emphasis on the understanding of literacy instruction in a wider social and humanistic context.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 341 Credit Hours: 3 Vector: 2-1-0 **007**

Title of Course: Literacy, Education and Culture

Calendar Description of Course: An introduction to the study of literacy from an interdisciplinary perspective, one which explores the role of literacy in social development, the economic and cultural values of literacy, and the effects of literacy on cognitive processes. The particular concern of this course is with the formal transmission of literacy in educational institutions. The course will especially address the varying conceptions of literacy that educators have traditionally valued, and the research that aims to explain, justify, and prescribe educational practices intended to increase literacy. This course is required for the Certificate in Literacy Instruction.

Prerequisites (or special instructions): 60 hours of 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 per year Semester in which the course will first be offered?
Has been offered twice as a Special Topics course.

Which of your present faculty would be available to make the proposed offering possible? S.C. de Castell

- 3. Objectives of the Course:** Students should be able to identify, analyze and justify/criticize the aesthetic, communicative, cognitive and socially transformative consequences attributed to or associated with the acquisition of literacy. They should know something of its history and be aware of the range of definitions traditionally and currently given to literacy. They should have some understanding of the distinctive contributions of conceptual study and empirical research into literacy and understand both the prospects and the pitfalls of each of these approaches to literacy research and practice. Detailed course outline is appended.

- 4. Budgetary and Space Requirements (for information only):** What additional resources will be required in:

Faculty	- None
Staff	- None
Library	- See selected bibliography.
Audio Visual	- None
Space	- None
Equipment	- None

5. Approval:

Date:

[Signature] [Signature] [Signature]
Dept. Chairman Dean Chairman, SCUS

Introduction: Origins and Historical Overview

Read: Harvey J. Graff: "The Legacies of Literacy..." pp. 61-86 in Literacy, Society and Schooling (L.S.S.)

Early understandings of Language and Literacy; Myths of Origin; The Tower of Babel and the Language of Adam; dialects and vernaculars and 'learned' languages, writing and language standardization;

Literacy and Consciousness

Read: W.J. Ong: "Writing Restructures Consciousness" Ch. 4 in Orality and Literacy

P. Freire: "Education and Conscientizacao" pp. 41-58 in Education for Critical Consciousness

Writing as 'autonomous discourse'; Plato's critique of writing; literacy as technology; alphabetic literacy; from sound to sight; memory to written record; The Literacy Myth; Sources for the historical study of literacy; the 'trinity' of church, state and industry determining access to literacy. Literacy and economic development. Modernization. The Purposes of Literacy campaigns; how does literacy "transform consciousness?"; the differences between 'dominated consciousness' and 'critical consciousness', dialogue and praxis, Freire's method, literacy and democracy.

Literacy as Enlightenment:

Read: John Wilson: "The Properties, Purposes and Promotion of Literacy" pp. 27-36 (L.S.S.)

Robert C. Solomon: "Literacy and the Education of the Emotions" pp. 37-60 (L.S.S.)

What purposes does literacy serve? Why should we promote literacy -- and how? Three senses of 'literacy'. Books vs. T.V. Literacy and literature. How does literature contribute to our emotional life? Vicarious emotions. Deconstruction. Reader response theory.

Literacy and Illiteracy: The Problems of Definition

Read: Kozol: "Borders" in Illiterate America

Enzenberger: "The New Illiterates"

Freire: "Talk at Harvard"

How is literacy different from just 'reading plus writing'? Literacy as a means vs. literacy as an end in itself; reading and writing as cultural processes vs. literacy as skills achieved. Two models of literacy: autonomous vs. ideological.

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Assignment:

Paying close attention to their concept of illiteracy, what do these authors think "literacy" means?

Literacy as a form of Control

Read: Soltow & Stevens: "Literacy & 'Speculative Infidelity'"

excerpts from Trimmer

David Wallace & Paul Kelly: "A Technology of the Intellect? Reflections on Literacy and Ideology" Issues in Education and Culture, May 1985.

Functional Literacy: The Problem of Definition...Again!

Read: Kozol: From "Beyond Utilitarianism: Redefining Literacy"

Heath: "The Functions and Uses of Literacy" pp. 15-26 (in L.S.S.)

deCastell et al: "On Defining Literacy" pp. 3-14 (in L.S.S.)

What is 'functional literacy'? Origins of the concept. Functional for whom and for what? How has functional literacy been defined in the literature? Functions and uses of literacy as contextual. Implications for educational policy.

Literacy and Culture: Literacy as Cultural Heritage vs. Literacy as Cultural Renewal

Read: R. Williams: "Culture," "Tradition," "Selection," "Hegemony," in Keywords

P. Freire: "On Nature and Culture" in Education for Critical Consciousness

Reading and writing as cultural processes vs. literacy and achieved skills. The transmission of culture and the creation of culture. Foucault on the 'archive', the 'canon', the 'discipline', Habermas on common 'contents' and the 'cultural tradition', Williams on 'tradition and hegemony', Aaron on literacy and literature. On "Reading what isn't written: Non-linguistic literacies."

Literacy and Schooling

Read: S. deCastell and Luke: "Models of Literacy in North American Schools." pp. 87-109 (in L.S.S.)

M. Cole & P. Griffin: "A Sociohistorical Approach to Remediation" pp. 110-131 (in L.S.S.)

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The school's role in the promotion of literacy (and illiteracy!). Three models of literacy instruction: an historical overview.. "Derived" vs. "imposed" literacy instruction. Literacy as a tool. What's a 'sociohistorical approach'? The concept of 'remediation'. How does literacy instruction go wrong? Broad and narrow ('reductionist') conceptions of reading. How can teachers help? The importance of questions. Activities vs. skills. Studying 'people-acting-in-a-setting' as the unit of analysis.

Literacy as a Commodity

Read: R. Lorimer: "The Business of Literacy: The Making of the Educational Textbook." pp. 132-144 (in L.S.S.)

M. Apple: "The Political Economy of Text Publishing" in Language, Authority and Criticism.

The commoditization of literacy instruction. The role of the publishers when corporations control education. Selection and adoption; development and marketing. Educational values and corporate interests.

Literacy in 'crisis'

Read: Paul Copperman: "Literacy Decline" Ch. 1 The Literacy Hoax.

Rick Coe: "Teaching Writing" (part I pp. 270-290) (in L.S.S.)

W. & R. MacGinitie: "Teaching Students not to Read" pp. 256-269 (in L.S.S.)

Is there a literacy 'crisis'? What's the evidence? What role does schooling play in the production of the 'crisis' and 'falling standards' of literacy? Content area reading. The process approach to writing. Literacy and socio-economic context. Work-related literacy. The concept of "de-skilling" humanism and rhetoric. Is literacy a political issue? How and why?

Literacy as the Interpretation of Meaning:

Read: David R. Olson: "Learning to Mean what you say...," pp. 145-158 (in L.S.S.)

M.L. Herriman: "Metalinguistic Awareness and the Growth of Literacy" pp. 159-174 (in L.S.S.)

What's the difference between "speaker's meaning" and "sentence meaning?" Between inference and implication? "Possible worlds" as schemata. Intentional predicates. When do children come to distinguish. What is said from what is meant? How does literacy preserve language as an object? What is metalinguistic awareness? What role does it play in the development of literacy? How is metalinguistic awareness related to metacognition? Limitations of the behaviourist view of language. Language as communication. Literacy and cognitive development.

Read: W. Kintsch: "On Modelling Comprehension," pp. 175-195 (in L.S.S.)

J. Tuinman: "Reading is Recognition..." pp. 195-208 (in L.S.S.)

What's "readability" and how is it related to or different from "comprehension?" What purposes are there for educators in having a model "comprehension?" What's a semantic representation of a text? What are reinstatement searches and how are they important to readability? What's a coherence analysis? A fact analysis? How can questions promote or impede comprehension? Can we measure comprehension? What is criterion-referenced measurement, and what are its limitations with respect to the assessment of reading comprehension? How does context matter? What's meant by "private comprehension," "Communicative Comprehension," "Formal Comprehension?" What are "schemata?" When is reading just recognition, and when does it require reasoning processes for adequate comprehension?

Critical Factors for the Development of Literacy

Read: S. Heath: "Critical Factors in Literacy Development," pp. 209-232 (in L.S.S.)

K. Egan: "Individual Development in Literacy," pp. 243-255

Literacy as a societal accomplishment vs. literacy as an individual development, the importance of context. The literacy, continuum and why we need to study "middle groups," what is critical about being able to "take language apart?" What is critical about "institutional reinforcements" for literacy?

Individual development: conceptual environment as "schemata," paradigms of understanding, environments of meaning and stages of development: the mythic, romantic, philosophic and ironic. Why the story-form is so important for the building up of conceptual context. Education as a cumulative process.

The Cultural Consequences of Literacy: Literacy and the Humanities

Read: G. Steiner: "Literacy and Humanity"

J. Kozol: "The Obligation of the Universities" in Illiterate America.

E. Havelock: Origins of Western Literacy, Ch. 4.

J. Goody: "Literacy, Criticism and the Growth of Knowledge" in Domestication of the Savage Mind.

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012

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Explanatory Note

This course has been offered a number of times over the past two years as a Special Topics course. The purpose of the new course proposal is to regularize a course that has been successfully enrolled on numerous occasions.

This course has been developed for the Certificate Program in Literacy Instruction that will be offered jointly with the Faculties of Education and Arts.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 342 Credit Hours: 3 Vector: 2-1-0 015

Title of Course: Contemporary Approaches to Literacy Instruction

Calendar Description of Course: The focus of this course is adult literacy, understood as the basic ability to read and write. The course is organized around four discrete units: (1) a general introduction to adult literacy education; (2) models of adult literacy instruction in developing societies; (3) models of adult literacy instruction in developed societies; and (4) the practicum proposal: the selection, justification and preparation to implement, in a particular, practical context one model of adult literacy instruction. This course is required for the Certificate in Literacy Instruction.

Prerequisites (or special instructions): or Co-Requisite Educ. 341, "Literacy, Education and Culture."

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? once per year Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? J. Kendall M. Sakari

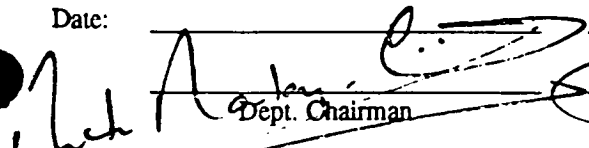
3. Objectives of the Course: To introduce students to contemporary conceptions and practices of adult literacy instruction; to provide students with a sense of the historical development of adult literacy instruction in developed and developing societies, with particular emphasis on the last two decades, and to enable students to develop a model of adult literacy instruction appropriate to the literacy needs of particular adult clienteles and/or institutions.

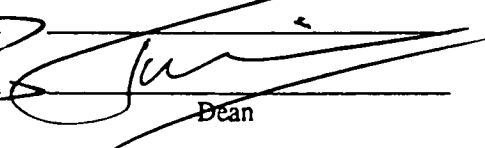
4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

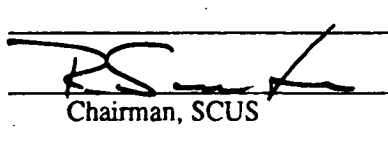
Faculty	- Adequate
Staff	- Adequate
Library	- List appended
Audio Visual	- Adequate
Space	- Adequate
Equipment	- Adequate

5. Approval:

Date:


Dept. Chairman


Dean


Chairman, SCUS

SCUS 73-34B (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

Contemporary Approaches to Literacy Instruction

General Remarks: This course has the following three objectives:

- 1) to introduce students to the nature and concepts of adult literacy education;
- 2) to provide students with a sense of the historical development of adult literacy instruction in developed and developing societies, with particular emphasis on the last two decades;
- 3) to enable students to develop a model of adult literacy instruction appropriate to the literacy needs of particular adult clienteles and/or institutions.

The following course description is organized around four discrete units: 1) an introduction to adult literacy education; 2) models of adult literacy instruction in developing societies; 3) models of adult literacy instruction in developed societies; and 4) the preparation of the practicum proposal. The description of each unit is based on the attached bibliography.

Course Description**I. INTRODUCTION (2 weeks)**

The focus of this course is adult literacy, understood as the basic ability to read and write. Accordingly, this course begins by clarifying the similarities and differences of adult literacy relative to the elementary language arts curriculum. Topics to be considered will include the meanings and perceptions of literacy for adults, the perceptions of illiteracy -- in both its "pure" and "functional" forms--and the orally-based world of adult illiterates. The relevance of these factors for an adult literacy curriculum, as well as the relationship between student and instructor, will be discussed. Finally, the international nature of adult literacy programs will be addressed, stressing the differences between developed and developing societies, and the relationships between literacy programs and social, cultural, and political needs.

II. MODELS OF ADULT LITERACY PROGRAMS IN DEVELOPING SOCIETIES (3 weeks)

Considered as a social movement, adult literacy education has its origins in underdeveloped and developing societies. In this section of the course, the most salient elements of this movement will be traced. The history of modern adult literacy education begins with the European and American missionaries who regarded literacy as the means for spreading Christian, Western "civilization" to traditional societies. Through a brief analysis of some case studies, students will become familiar with the techniques of 19th century literacy instruction. It should be understood that the basic project of the Christian missionaries has been preserved and extended in the 20th century, particularly through the work of Laubach International. Not only does this organization continue to perform literacy work in developing societies, but it also produces literacy materials (e.g., the Challenger series) and operates volunteer programs in developing societies. To gain an understanding of the "Laubach method," students will examine its theory and literacy materials.

With the collapse of the colonial empires following the Second World War, and the emergence of independent nations in Africa and Asia, a new model of literacy education came into being. This model, which linked literacy to economic "modernization," came to be known as "functional" literacy. The theory and practice of this model, as well as some case studies, will be examined.

For primarily political reasons, the functional literacy model became subject to criticism within those societies which sought to develop an alternative socio-economic structure to the "Western" one. Accordingly, a new model which linked literacy to the formation of an egalitarian society emerged. Although the work of Paulo Freire is seminal in this context, the Persepolis Conference (1976) provides an understanding of the pluralism of this model. By examining theoretical statements, literacy manuals, and case studies, students will become familiar with the basic principles of this model.

Assignment: Each of the above models has drawn the attention of Western adult literacy educators who have adapted them to their own social and cultural contexts. For the first assignment, students will analyze one model and suggest how it could or could not be adapted to the Canadian context.

III MODELS OF ADULT LITERACY PROGRAMS IN DEVELOPED SOCIETIES (6 weeks)

Prior to the 1950s, adult literacy programs occupied a relatively marginal position within developed societies, largely limited to volunteer, socially activist organizations and to some night school programs. Throughout the 1950s and 1960s, however, the necessity for adult literacy programs was increasingly recognized. By and large, the philosophy of the initial programs was to rely on the "traditional" curriculum of elementary education. On the assumption that literacy acquisition was a neutral process, itself based on research conducted in elementary education, the notion of a graded sequence of skills was incorporated into adult literacy programs. In spite of the various objections to this model, it remains the most dominant in current adult literacy programs. By examining various essays on traditional adult literacy and a selection of learning materials, students will assess the strengths and weaknesses of this model, paying particular attention to the implicit assumptions about the illiterate adult.

In the late 1960s and early 1970s the "traditional" model became subject to criticism for its failure to establish pragmatic goals. Particularly in the United States and Canada, continued funding of adult literacy programs was linked not to the State's moral obligation to provide educational opportunities to the disadvantaged, but rather to the need to provide these adults with better access to the labour market. The "traditional" model was thus opposed to a functional model which identified literacy with "life skills" or "copacy." In the United States, the best example of the functional model was the Adult Performance Level project which sought to enable adults to be more functional in everyday life. In Canada, on the other hand, life skills was more explicitly related to employability or "pre-vocational training." Examples of Canadian Life skills programs include Canada NewStart, BLADE, and Basic Skills and Training Development. Students will examine some of the important theoretical statements, manuals, as well as the controversial aspects of the functional literacy model.

Over the last decade adult literacy educators have been preoccupied with the opposition between traditional models, which made little effort to distinguish the adult from the child, and functional models, which tended to minimize literacy as such. During this period, two significant developments have taken place within adult literacy education. First, the research base on adult literacy acquisition has been considerably expanded. Second, the traditional sequence of literacy skills has been modified and restructured in order to prepare students for vocational education programs. Students will assess the significance of recent developments based on representative research and learning materials.

Assignment: Students will examine the theoretical basis of one model.

IV. THEORY AND PRACTICE (2 weeks)

In the last section of the course, students will be primarily occupied with developing a practicum proposal based on the readings and class discussions. In order to facilitate this process, students will present a tentative proposal for the purposes of class discussion. At the same time, this format should allow for a more general discussion on the nature of adult literacy and on the possibility of synthesizing conventional and alternative models of literacy instruction, e.g., language experience and empowerment literacy.

Final Assignment: Students will prepare a detailed practicum proposal for Education 343-5.

SELECTED BIBLIOGRAPHY

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- Gray, W.S. (1956). The Teaching of Reading and Writing. Paris: Unesco.
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- Jones, E.V. (1981). Reading Instruction for the Adult Illiterate. Chicago: American Library Association.
- Karnes, F.A., et al. (eds.) (1980). Issues and Trends in Adult Basic Education: Focus on Reading. Jackson, Miss.: Univ. of Mississippi Press. (Especially the essays by Adkins, Maring, Robinson, and Zahn.)

- Kazemak, Francis. (1984). "Adult Literacy Education: An Ethical Endeavour." Adult Literacy and Basic Education, 8.
- Kazemak, Francis. (1985). "Functional Literacy is Not Enough: Adult Literacy as a Developmental Process." Journal of Reading, 28(4), 332-35.
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- Thistlewaite, Linda. (1986). "The Adult Beginning Reader: Assessment, Discussion, Instruction." Lifelong Learning, 10(2), 4-7.
- Thomas, A. (1983). Adult Illiteracy in Canada: A Challenge. Occasional paper 42. Canadian Commission for UNESCO.
- Waite, N. (1972). Theory and Methods of the BLADE Program. Prince Albert, Sask.: Publications Satellite.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 343 Credit Hours: 5 Vector: 1-0-4 021

Title of Course: Literacy Practicum

Calendar Description of Course: The literacy practicum is the vehicle through which students in the Certificate in Literacy Instruction implement and evaluate the model of adult literacy instruction developed in Educ. 342. Implementation may occur in a variety of contexts and institutions with adults; the literacy practicum will be supervised and may involve supervised teaching, curriculum developments, or research field work.

Prerequisites (or special instructions): None

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? As required Semester in which the course will first be offered? As required

Which of your present faculty would be available to make the proposed offering possible? S. deCastell, R. Coe

Objectives of the Course: The purpose of the course is to provide students in the literacy practicum with the opportunity to implement a model of adult literacy in a particular social or institutional context; it is expressly intended to be an application of acquired knowledge and skills in a real situation.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty	- None
Staff	- None
Library	- None
Audio Visual	- None
Space	- None
Equipment	- None

5. Approval:

Date:

W. H. Alay C. J. J. T. S. Smith
Dept. Chairman Dean Chairman, SCUS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

SCUS 87-50

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 370-385 Credit Hours: 3, 4 or 6 Vector: _____

Title of Course: Special Topics

Calendar Description of Course: Courses will explore major issues of present concern. Subjects to be taught and the exact assignment of credit hours (3, 4 or 6) will be announced prior to the beginning of each semester.

Prerequisites (or special instructions): Permission of instructor ^{or} ~~of~~ Educ. 401/402.

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? Once per year Semester in which the course will first be offered 88-3.

Which of your present faculty would be available to make the proposed offering possible? Faculty and Sessional Instructors

3. Objectives of the Course:

This proposal is an administrative addition of Special Topics course numbers that will allow use of one course number per course per semester. This change will allow the course title to show on the students' transcript, in addition, eliminating some course duplication problems.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval:

Date: Oct 26 1987

[Signature]
Dept. Chairman

Oct 27 1987

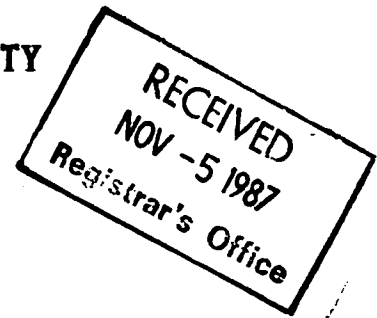
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Chairman, SCUS

SCUS 73-34B: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

SIMON FRASER UNIVERSITY

Memorandum



023

To: Ron Heath, Registrar

From: Mike Manley-Casimir, Director
Undergraduate Programs, Education

Re: Special Topics - 370-385, SCUS 87-50

Date: November 4th, 1987

At the meeting of SCUS yesterday a question arose about the need for these Special Topics courses. The need arises from cooperative programming through the three universities (University of B.C., University of Victoria and Simon Fraser University) with the support of the Ministry of Education in what are known as Tri-Ed Summer Institutes. These institutes are specially organized so that students at any of the three universities can take an institute at any other university but register under their home institution's number. Last summer there were 14 such institutes, hence the need for this set of numbers.

A handwritten signature in cursive script, reading "Mike Manley-Casimir", with a horizontal line underneath.

MMC/ac

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 445 Credit Hours: 4 Vector: 3-1-0

Title of Course: Legal Context of Teaching

Calendar Description of Course: This course is designed to provide education students, teachers, counsellors and school administrators with a comprehensive understanding of the legal issues and potential legal liabilities encountered in the B.C. public school system. Special attention is devoted to the legal dimensions and consequences of routine classroom and administrative activity. Topics include: sexual abuse by school board employees; negligence & supervision; private lifestyles & community standards; discipline & corporal punishment; sexual harassment in the workplace; responsibility for curriculum fulfillment; liability outside school hours; and the AIDS controversy.

Prerequisites (or special instructions): Education 401/402

What course (courses), if any, is being dropped from the calendar if this course is approved? N/A

2. Scheduling: How frequently will the course be offered? Once a year Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Sessional Instructor

3. Objectives of the Course: 1) to provide instruction and education about the legal context of public educational practice to teachers, counsellors and administrators; 2) to develop a fundamental awareness of the legal principles operating in educational institutions; 3) to situate this knowledge and awareness in the changing Canadian constitutional context.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty	- None
Staff	- None
Library	- None
Audio Visual	- None
Space	- None
Equipment	- None

5. Approval:

Date:

October 26, 1987
[Signature]
Dept. Chairman

Oct 27/87
[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34B: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

COURSE DESCRIPTION

This course is designed to provide education students, teachers, counsellors, and school administrators with a comprehensive understanding of the legal issues and potential legal liabilities encountered in the B.C. public school system. Special attention is devoted to the legal dimensions and consequences of routine classroom and administrative activity. The following issues will be explored:

Private Lifestyles and Community Standards: Where does the private domain end and the public sector begin with respect to individual behaviour? Should the private lifestyles of teachers be open to public scrutiny? Can private activity provide a basis for formal discipline or dismissal under the B.C. School Act? What individual and employment rights are available to school board employees?

Negligence and Supervisory Activity: Recent media coverage reported the tragic death of a student who was struck by an out-of-control automobile in an unsupervised playing field. What standard of care and degree of supervision must a teacher exercise during school hours, P.E. activities, recess and lunch hour, and extra-curricular field trips? At what point does supervisory responsibility become legal liability?

Responsibility for Curriculum Fulfillment: Teacher fulfillment of officially stipulated educational goals is mandatory for school board employees. James Keegstra argued that notwithstanding his racist interpretation of history and current events that he had complied with the current Social Studies curriculum. Was this a legitimate argument? What happens when this type of defense fails? Are teachers susceptible to charges of malpractice for "failure to educate?"

Discipline and Corporal Punishment: The utilization of sanctions in the school setting has long been a controversial subject. A student confronts you in the high school parking lot and calls you a "Grey-haired old goat!" What are the implications of striking a pupil in cases of spontaneous pupil provocation? Can teachers use physical force as a means of discipline?

Liability Outside School Hours: The boundaries of the educational process are often difficult to accurately identify. Are teachers responsible for the physically abused student once he or she leaves the classroom? What are the implications of getting involved, or not getting involved in out-of-school matters involving students and their parents?

Sexual Harrassment in the Workplace: The intrusion of non-professional criteria in the realm of professional activity is another dilemma which arises in the school setting. You have happily taught at the same school for seven years when the new principal tells you to expect an unsatisfactory assessment and a transfer to another school if you do not grant him or her sexual favours? What do you do? What are your rights? What remedies are available to you?

Sexual Abuse by School Board Employees: Few issues have generated more controversy than the sexual exploitation of children in the schools. What are the rights of teachers accused of sexual abuse? What are the duties of teachers aware of improper behaviour on the part of their colleagues? How are current legal developments affecting everyday classroom teacher-pupil relationships?

The AIDS Controversy: The potential of a single student to transmit contagious disease can become a challenging problem for the classroom teacher. Mrs. X confides to you that her eight year old son, your pupil, has AIDS, but she wants him to continue attending your class. What should you do? What are your responsibilities and rights? What are the implications of your actions?

The applicability of the B.C. Public School Act, the common law, the Charter of Rights and Freedoms, and other education-related legislation will be discussed. The course also provides a basic introduction to the legal terminology used in the lectures and seminars and does not require prior knowledge of the Canadian legal system or the law.

REQUIRED READING

Terri Sussel. *Issues in Law and Education: A Reader on the Legal Context of Teaching* (in preparation).

Alan Nicholls. *An Introduction to School Case Law*. Vancouver: BCSTA, 1984.

A. Thomas. *Accidents will Happen: An Enquiry into the Legal Liability of Teachers and School Boards*. Toronto: OISE, 1976.

Barry Sullivan and G. Williams. *An Enquiry into the Sexual Abuse of Children by School Board Employees in the Province of B.C.* Victoria: B.C. Ministry of Education, 1986.

COURSE REQUIREMENTS

Students will be evaluated on the basis of one in-class presentation (30%), a 5-10 page research project (40%), and class participation (30%).

- Barrell, G.R. *Teachers and the Law*. London: Methuen, 1978.
- Burton, Anthony. "The Rights of Teachers" in Doug Ray and Vincent D'Oyley (Eds.), *Human Rights and Canadian Education*. Iowa: Kendall/Hunt Publishing Co., 1983.
- Carson, B. "Negligence: Standard of Care: Reasonably Careful Parent or Competent Instructor in the Field," *Ottawa Law Review*, 1968, 3, 359.
- David, R.K. "The Firing of James Keegstra." *Canadian School Executive*, 1983, 3(1), 19.
- Fischer, Louis & Schimmel, David. *The Rights of Students and Teachers*. New York: Harper & Row, 1982.
- Fish, B.C. "Constitutional Aspects of Teacher Dismissal," *Alberta Law Review*, 1979, 17, 545.
- Flemming, T. "Teacher Dismissal for Cause: Public and Private Morality." *Journal of Law and Education*, 1978, 42.
- Janisch, H.N. "Education Malpractice: Legal Liability for Failure to Educate." *Advocate*, 1980, 38, 491.
- Mackay, A. Wayne. "Teachers Rights: Collective Bargaining, Employment and Lifestyle" in *Education Law in Canada*. Toronto: Edmond Montgomery, 1984.
- McCurdy, S.G. *The Legal Status of the Canadian Teacher*. Toronto: Macmillan, 1968.
- Manley-Casimir, M.E., & Sussel T.A. *Courts in the Classroom: Education and the Charter of Rights and Freedoms*. Calgary: Detselig Press, 1986.
- Martin, Y.M., & Nicholls, A.C. "Teacher Competence and Emerging Legal Criteria," *Canadian School Executive*, 3(6), 20
- Nicholls, A.C. *An Introduction to School Case Law*. Vancouver: BCSTA, 1984.
- Thomas, A. *Accidents Will Happen: An Enquiry into the Legal Liability of Teachers and School Boards*. Toronto: OISE, 1976.
- Sullivan, Barry and Williams, G. *An Enquiry into the Sexual Abuse of Children by School Board Employees in the Province of B.C.* Victoria: B.C. Ministry of Education, 1986.
- Sussel, Terri. *Issues in Law and Education: A Reader on the Legal Context of Teaching* (in preparation).

Explanatory Note

028

This course has been offered as a Special Topics course in 87-2 for the first time. The course is designed to familiarize classroom teachers with the legal context of their professional practice.

EDUCATION (EDUC) FACULTY OF EDUCATION

EDUC 220-3 Psychological Issues in Education
Human variability; relationships among motivation, learning and development.
(Lecture/Tutorial)

EDUC 230-3 Introduction to Philosophy of Education
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.
(Lecture/Tutorial)

EDUC 240-3 Social Issues in Education
Social functions of the school; societal trends affecting the institutions and practices of education; dynamics of group behavior.
(Lecture/Tutorial)

ADD: Educ 220-3, Educ 230-3, Educ 240-3 may be applied towards the Certificate in Liberal Arts.

CHANGE: Social functions of the school: education and socialization; social, political, economic and cultural influences on the institutions and practices of education.

EDUC 320-3 Educational Psychology: Learning and Instruction
An examination of prominent theories of instruction and their basis in research as descriptive lenses for viewing school learning events. Emphasis will be placed on information processing, and operant and social-psychological models of instruction derived from learning, student-teacher interaction, and curriculum-based research.
(Lecture)
Prerequisite: EDUC 220 or equivalent. PSYC 201 recommended.

CHANGE: Instructional Psychology
An examination of prominent theories of instruction and their basis in psychological research. Emphasis will be placed on theories of information processing, learning, and motivation as these relate to instruction.
Prerequisite: EDUC 220 or equivalent.

EDUC 325-3 Measurement and Evaluation in Teaching
Basic principles of test theory applied to the use of measures in education; construction and use of classroom tools for measuring achievement of educational objectives, including observation methods; standardized tests, overview of contemporary, local and provincial evaluation programs.
(Lecture)
Prerequisite: EDUC 220 or equivalent. MATH 101 or PSYC 210 recommended.

DELETE: Math 101 or Psyc 210 recommended.

EDUC 326-3 Classroom Management and Discipline
An examination of contemporary approaches to classroom management and discipline, including a consideration of legal, organizational and administrative issues. The major goal of the course is to enable students to comprehend the basic principles and tenets of a number of management approaches and to translate these principles into specific teaching strategies and skills.
(Lecture/Seminar)
Prerequisite: 60 hours of credit; and one of EDUC 220, 230 or 240 or equivalent is recommended.

EDUC 330-3 A Critical History of Educational Thought
A critical examination of educational thought from Socrates and Plato to Dewey and the neopragmatists, showing their influence on the development of educational theory and practice.

CHANGE: A critical and selective examination of educational thought from Plato to the present, showing the influence of such thought on the development of educational theory and practice.

EDUC 350-3 Instructional Programs for Diverse Settings
An introduction to the design of instructional programs for a variety of purposes and settings. The course is designed to be appropriate for people for whom instruction is an important responsibility, including persons in industry, government, and educational settings other than the public schools. During the course, students will be involved in the application and practice of what they are learning, both in classroom workshops and if possible in their instructional settings.
(Lecture/Seminar)
Prerequisite: 60 hours of credit. This course will not count toward B.Ed. degree or EDUC 404 requirements.

EDUC 361-3 Contemporary Issues and New Developments in Educational Practice
Examines new developments and current issues in teaching and educational practice.
(Lecture/Seminar)
Prerequisite: 60 hours of credit.

EDUC 401-8 Introduction to Classroom Teaching
(Not offered in Summer semester)
A half-semester of observation and experience in a B.C. school during which two students work as a team with a teacher selected by school authorities and appointed by Simon Fraser University as a school associate. Students observe, teach and participate in school routines and programs.

EDUC 402-7 Studies of Educational Theory and Practice
(Not offered in Summer semester)
A half-semester of study which provides students with workshops, seminars, and lectures designed to introduce them to basic curriculum and methods appropriate for the age/grade level in which they expect to teach. Students will also be given an introduction to generic teaching skills, as well as to

FOR INFORMATION

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EDUC 404 Semester on Campus
(Normally completed in the Summer Semester)
Students undertake 14 to 18 semester credit hours of studies in Education and/or other faculties to complete the professional, academic and certification requirements and/or partial fulfillment of a minor in Education.
Prerequisites: EDUC 401 and 402.

NOTE: EDUC 404 is credited toward a B.Ed. degree. Students completing degrees from the Faculties of Arts, Business Administration, Applied Science or Science may apply credit for Educ. 404 towards that degree.

EDUC 405-15 Teaching Semester
(Not offered in Summer semester)
A full semester of classroom experience supervised by University appointed school associates. The school placement is appropriate to the grade level and subject specialties which the student expects to teach after graduation.
Prerequisites: EDUC 401 and 402.

EDUC 406-5 Supervised Observation and Teaching
Education 406 is designed for those who need to meet B.C. certification requirements. It is a supervised orientation/observation/teaching sequence of a minimum of eight weeks, in a B.C. public school. This practicum is designed as an opportunity to familiarize students with the British Columbia school system and/or update their teaching skills.
Prerequisites: Education 405 or equivalent. Permission will not be given to students without previous teaching experience. Grading will be on a pass/withdrawal basis. Permission of the Director of Professional Programs is required. Students with credit for EDUC 407 may not take EDUC 406 for further credit.

EDUC 407-5 Field Based In-Service: Theory and Practice of Implementation
EDUC 407 is designed for practising teachers who wish to implement new curriculum or instructional techniques in their own classrooms. This supervised practicum is offered in conjunction with other university coursework. (Please refer to undergraduate programs section of the Calendar for further information and procedures. Permission of the Director of Undergraduate Programs is required).
Prerequisites: EDUC 405 or equivalent. Permission will not be given to students without previous teaching experience. Grading will be on a pass/withdrawal basis. Students with credit for EDUC 406 may not take EDUC 407 for further credit.

EDUC 422-4 Learning Disabilities
A study of conceptual and historic foundations of learning disabilities and an introduction to the methodologies of diagnosis and remediation of learning disabilities.
(Lecture/Tutorial)
Prerequisite: 60 hours of credit. EDUC 220 or equivalent instructional psychology courses recommended.

EDUC 423-4 Teaching and Teacher Effectiveness
Findings from contemporary research on teaching are examined to provide a foundation for improving teaching. Topics include: gathering data on teaching effects, teacher thinking and decision making, descriptions of classrooms and instructional systems, and teaching skills and tactics.
Prerequisite: 60 hours of credit. EDUC 220 or equivalent. EDUC 320 recommended.

CHANGE: Findings from contemporary research on teaching are examined to provide a foundation for improving teaching. Topics include: teaching skills and strategies, gathering data on teaching effects, teacher thinking and decision making, instructional systems.

EDUC 424-4 Learning Disabilities: Laboratory
Supervised experience in analysis and evaluation of treatment strategies to be used with classroom students having learning disabilities.
Prerequisite or corequisite: EDUC 422.
(Lecture/Laboratory)

EDUC 425-4 School Counselling for the Classroom Teacher
Intended for senior students or practicing teachers who wish to explore the area of school counselling and develop some counselling skills that can be used within a classroom setting. A combination of lectures, discussion and supervised practice will be used as a means for exploring such areas as the role of the school counsellor, school counselling systems, vocational decision-making, standardized testing, communication skills, and "affective" development.
(Lecture/Tutorial)
Prerequisite: 60 hours of credit. EDUC 220 or PSYC 101, or equivalent, or permission of instructor.

EDUC 429-4 Research for the Classroom Teacher
Designing research projects on individually-selected problems related to classroom teaching.
Prerequisite: EDUC 401/402 or equivalent.

CHANGE: Designing research projects on problems related to classroom teaching. Overview of: research design, measurement, observation systems, procedures for locating and synthesizing research on teaching.
Prerequisite: EDUC 220.

EDUC 432-4 Philosophical Issues in Teaching
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.
Prerequisite: 60 hours of credit. EDUC 230 or equivalent or permission of instructor.

CHANGE: 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: education, teaching, instruction, indoctrination, individualization, play, creativity, discipline, and open education.

EDUC 433-4 Philosophical Issues in Curriculum

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. Also deals with such current issues as the place of "behavioral objectives" in education the "hidden curriculum" and the sociology of knowledge.

Prerequisite: 60 hours of credit. EDUC 230 or equivalent or permission of instructor.

EDUC 435-4 Educational Theory and Theory Criticism

The status, function and form of educational theories and their relationship to educational practice.

Prerequisite: 60 hours of credit.

EDUC 437-4 Ethical Issues in Education

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.

Prerequisite: 60 hours of credit. Students with credit for EDUC 436 may not take EDUC 437 for further credit.

EDUC 441-4 Cultural Differences and Education

Social and psychological factors relating to the education of students from minority cultures.

Prerequisite: 60 hours of credit.

CHANGE: Multicultural Education

Social and psychological dimensions of multiculturalism in Canada and implications for education. Topics include: dealing with prejudice, discrimination, stereotyping and value conflicts, developing multicultural education programs and analysis of social issues which impinge on educational practice.

EDUC 448-4 Law in the Curriculum

The justification and practise of law-related education is the subject of this methodology course. Students will examine the place of law in the curriculum and have the opportunity to develop unit plans and curriculum materials, teaching strategies, and skills in legal research. Emphasis is on developing and implementing law-related programs in the classroom.

Prerequisites: EDUC 401/2 or equivalent.

CHANGE: Law in the Curriculum

The justification and practise of law-related education in the K - 12 curriculum is the subject of this methodology course. Students will examine the place of law in the curriculum, existing resources and appropriate teaching strategies and will have the opportunity to develop unit plans and curriculum materials. Emphasis is on developing and implementing law-related programs in the classroom.

EDUC 452-4 Field Work and Case Studies in Environmental Education

(Normally offered in Summer session only)

Provides students who have a conceptual knowledge of environmental education, with operational experience under field conditions.

(Lecture/Laboratory)

Prerequisites: EDUC 401/402 or equivalent. EDUC 462 should normally be taken concurrently.

A \$35.00 field activity fee will be levied in this course.

EDUC 456-4 Models of the Contemporary Arts in Education

Major conceptions of educational value in the contemporary arts, and application of these ideas to the development of visual arts programs in the schools.

(Seminar/Studio)

Prerequisite: 60 hours of credit.

EDUC 457-4 Teaching Active Health

The Active Health Program that is currently taught in the public schools of British Columbia is an interdisciplinary approach to teaching human biological concepts, nutrition and health maintenance. This course will cover basic content areas of this curriculum and illustrate how the various topics can be taught in subject areas such as science, health and physical education.

Prerequisite: KIN. 375 or permission of the Faculty.

CHANGE: Prerequisite: EDUC 401/402 or equivalent or permission of the instructor.

EDUC 462 should normally be taken concurrently. A \$35.00 field activity fee will be levied in this course.

EDUC 459-4 Instructional Activities in Elementary School Physical Education

The main instructional activities of an elementary school physical education program (K-7). Emphasis is given to the movement analysis of a variety of activities and to approaches to teaching these activities to primary and intermediate school age children.

(Lecture/Laboratory)

Prerequisites: EDUC 401/402 or equivalent.

NOTE: This course is available for Elementary School Physical Education minors only.

CHANGE: This course focuses on the theoretical and curriculum content of the elementary school physical education program (K - 7). Emphasis is given to the movement education orientation as it pertains to the various program activities and approaches applicable to both primary and intermediate school age children.

Prerequisite: EDUC 401/402 and EDUC 405 or equivalent.

EDUC 461-4 Trends and Developments in In-Service Education

Examines trends and developments in In-Service Education.

Prerequisite: EDUC 405 or equivalent.

CHANGE: Examines trends and developments in In-Service Education as they apply to staff development and the implications for school improvement.

EDUC 462-4 Environmental Education (Outdoor Education)

(Normally offered in Summer session only)

The design of multi-disciplinary educational programs to develop awareness of the urban and natural environment.

Prerequisite: EDUC 401/402 or equivalent.

CHANGE: Environmental Education

Prerequisite: EDUC 401/402 or equivalent or permission of the instructor.

FOR INFORMATION

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EDUC 463-4 Educational Media

Media in relation to methodologies of teaching, learning and curriculum design; development of instructional materials in laboratory settings.
Prerequisites: EDUC 401/402 or equivalent.

EDUC 464-4 Early Childhood Education

Current trends, issues and research relating to the education of young children.

Prerequisites: EDUC 401/402 or equivalent.

EDUC 465-4 Children's Literature

Historical, sociological and literary perspectives on literature for children.

Prerequisite: 60 hours of credit.

EDUC 467-4 Curriculum and Instruction in Teaching English as a Second Language

Students will learn to use English language teaching "grammar" appropriately, to evaluate and use methods of teaching English as a second language, to do error analysis, and to adapt commercial programmes to the specific needs of learners. This course is designed for teachers and prospective teachers.

(Lecture/Tutorial)

Prerequisite: 60 hours of credit. A lower level Linguistics course is required.

EDUC 468-4 Recent Advances in the Teaching of English as a Second Language

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

Prerequisite: EDUC 467.

EDUC 469-4 Music Education as Thinking in Sound

Understanding the language of music, both historical and contemporary, and developing strategies for use in teaching music as a general classroom activity.

(Seminar/Workshop)

Prerequisites: 60 hours of credit, and some basic musical knowledge with, preferably, some teaching experience.

EDUC 471-4 Curriculum Development: Theory and Practice

Explorations of curriculum theory and processes of development with applications at different levels and in several subject areas.

Prerequisite: 60 hours of credit.

EDUC 472 to 480 Designs for Learning

Planning for learning; creating learning environments; developing teaching strategies and materials. Sections in each course will deal with applications at different levels of schooling.

Prerequisites: EDUC 401/402 or equivalent.

EDUC 472-4 English and Language Arts

EDUC 473-4 Reading

EDUC 474-4 Social Studies

CHANGE: Understanding the language of music, both historical and contemporary, and use of electronic and acoustic instruments in the general music classroom.

CHANGE: This course focuses on the theory and practice of Social Studies education with major emphasis on instructional strategies. Topics include: the nature and purposes of Social Studies, the B.C. curriculum, unit planning and an examination of such strategies as inquiry methods, critical thinking, procedures, simulations, group work and community interaction.

EDUC 475-4 Mathematics

EDUC 476-4 Natural Sciences

CHANGE: This is an introductory course in the curriculum and methodology of science education. The course addresses contemporary programs in science intended for use in public schools, K - 12, as well as public awareness programs related to the social impact of science and technology.

EDUC 477-4 Art

EDUC 478-4 Music

Prerequisite: Some basic knowledge of music and performance skill.

EDUC 479-4 Physical Education

EDUC 480-4 Designs for Learning: French as a Second Language

Deals with a variety of approaches, teaching strategies and curricula, for teaching French as a second language in elementary and secondary schools.

(Lecture/Seminar)

Prerequisite: EDUC 401/402 or equivalent. Instruction given in French. Knowledge of French at least equivalent to FREN 206.

EDUC 481-4 French Immersion and Programme-cadre de Français

History, definition and growth of immersion (a Canadian phenomenon) and its relation to Programme-cadre in British Columbia. Emphasis on integration of four skills (listening, speaking, reading and writing) particularly on speaking and reading. Error analysis, teaching techniques and development of activity centres. Exploration and adaptation of various commercial programs in different subjects (e.g. French, Reading, Math).

Prerequisite: EDUC 401/402 (French Immersion) or equivalent. Instruction given in French. Fluency in French (check with Faculty for current assessment procedures).

CHANGE: History, definition and growth of immersion (a Canadian phenomenon) and its relation to Programme-cadre in British Columbia. Emphasis on integration of four skills (listening, speaking, reading and writing) particularly on speaking. Error analysis, teaching techniques and development of activity centres. Exploration and adaption of various commercial programs in different subjects (e.g. French, Math).