

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 322-3
SELECTED QUESTIONS & ISSUES IN EDUCATION
(D100)**

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Tuesday 12:30-15:20 AQ 5039
Dates: Wenesdays
May 6, 13, 20, 27
June 3, 10, 17, 25
July 8, 15, 22, 29

PREREQUISITE: EDUC 220 or PSYC 250

COURSE DESCRIPTION: (From the Calendar)

An overview of theory, research and practice concerning social emotional development and social interactions and relationships in the school context. Emphasis on the role of peer relationships in development and the role of the school in supporting positive interactions.

Proposed Schedule of Topics:

- Week 1 Overview and Assignments
- Week 2 Observing Social Interactions
- Week 3 The Hidden Curriculum
- Week 4 Roles and Values (cross gender friendships)
- Week 5 Popularity and peer Group Entry
- Week 6 Play Patterns (extravert/introvert)
- Week 7 Play Environments (preschool/school/community recreation)
- Week 8 Popular Culture (ingroup/style/money/power)
- Week 9 Family Culture (ingroup/ role identity)
- Week 10 School/Community Culture
- Week 11 Boundaries, Barriers and Access
- Week 12 Mediating Social Interactions
- Week 13 Final Exam

Course Objectives:

- 1) To deepen our theoretic understandings of the significance of children's social relationships in school culture
- 2) To construct a deeper understanding of environmental influences on the social lives of children
- 3) To critically analyze the significance of socially mediated learning

Required Readings:

A Custom Courseware will be sold to students through the bookstore

Evaluation:

Four evaluation items will be used to assess student understandings of the course content. These items are as follows:

Class attendance and participation:

15% of your grade will be based on class attendance and participation. This will be calculated on your preparation for class discussions, participation in activities, presentations and discussions as well as your attendance

Final Exam:

A final exam will be scheduled in week 13 worth 25%. Questions will be drawn from readings and class notes

Observations of play environments:

Observations of children in early childhood settings will be due in week 5. This will be worth 25% of your grade.

Observation Report:

An observation report will due in week 11 based on observations previously submitted in week 5. The observation report will be worth 35% of your grade.

EXPECTATIONS OF STUDENTS

- 1) To be awarded a grade in the course all assignments must be handed in, in person during class on or before the due date indicated in the course outline. Students are responsible for making back-up copies of each of the assignments submitted
- 2) Requests for extensions without penalty may be granted in cases of extreme circumstances if the situation is discussed with the instructor prior to the due date. In all other cases late assignments will be penalized by 10% per week or any portion thereof
- 3) Given the emphasis on classroom participation and discussion, regular attendance is mandatory
- 4) Due to issues of confidentiality all assignments must be picked up in person and grades will not be reported over the telephone

GRADING

The grade definitions described below will be used to mark all assignments

Letter Grade Definitions**Grade**

- A+ Excellent: Shows superior understanding of the subject matter; strong evidence of original thinking; good organization; ability to analyze and synthesize; sound critical evaluations; superior understanding of issues and familiarity with the literature. All requirements complete.
- B+ Good: Shows good understanding of the subject matter; some evidence of original thinking, critical capacity and ability to analyze; shows reasonable understanding of issues and familiarity with the literature. All requirements complete.
- C+ Adequate: Fair comprehension of the subject matter; few original insights; little or no evidence of critical capacity and

- C- ability to analyze; some deficits in understanding of issues and familiarity with the literature. Incomplete; some requirements not met.
- D Marginal: Some evidence of understanding subject matter; little or no evidence of critical capacity and ability to analyze; serious deficits in understanding of issues and familiarity with the literature. Incomplete; several requirements not met.
- F Fail: Little evidence of even superficial understanding subject matter; serious weaknesses in critical capacity, ability to analyze, understanding of issues, and familiarity with the literature. Incomplete; many requirements not met.

Grading Criteria will be based on American Psychological Association writing standards (5th edition)

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html
