

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EducationAbbreviation Code: EDUC. Course Number: 361 Credit Hours: 4 Vector: _____Title of Course: Contemporary Issues and New Developments in Teaching

Calendar Description of Course: This course, intended for students entering the Extended Studies Diploma Program in Education provides a survey of new developments and current issues in teaching and educational practice.

* A coordinator will be responsible for the course and Faculty will provide input with regard to developments. Papers will be distributed two weeks prior to each presentation.

Nature of Course lecture/seminarPrerequisites (or special instructions): A baccalaureate degree or permission of the instructor.

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 per yearSemester in which the course will first be offered? 1980 Fall

3. Goals of the Course - The organization of the course will vary somewhat from year to year depending on the availability of Faculty and changes in the field of teaching that can be expected to emerge that should be reflected in the course. In order to insure that the course adequately reflects the pluralistic nature of our Faculty, it is proposed that the course outline be presented to the Undergraduate Programs Committee each time the course is offered. A sample outline of the course is appended.
4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty - No additional faculty are required. One of several faculty members will be asked to coordinate the course as part of load.

Staff - none

Library - Previous outlines of the course have been sent to the library for assessment.

Audio Visual - none

Space - none

Equipment - none

5. Approval

Date: _____

Department Chairman_____
Dean_____
Chairman, SCUS

TENTATIVE SCHEDULE FOR PRESENTATIONS

Sept. 11 - 13

Introduction

18 - 20

Kazepides - What is an issue?
What is a development?
Conceptualization in which to view developments

25 (SFU)

Gibbons - Self-education

26 (Kam.)

Auerbach - Learning disabilities

27 (Vern.)

Gibbons - Self-education

Oct. 2 - 4

Stafford - Analysis of teaching

9 - 11

Tuinman - A new look at literacy

16 - 18

Dawson - Education and self-awareness

23 (SFU)

Kirchner - Movement education

24 (Kam.)

Open

25 (Vern.)

Kirchner - Movement education

30 - Nov. 1

McAllister - Teaching for thinking

Nov. 6 (SFU)

Shapson - Multiculturalism in education

7 (Kam.)

Shapson - ditto

8 (Vern.)

Prock - Learning disabilities

13 - 15

McClaren - Environmental education

20 - 22

Gehlbach - Early childhood education

27 (SFU)

Prock - Learning disabilities

28 (Kam.)

Kirchner - Movement education

29 (Vern.)

Open

Dec. 4 - 6

Last seminar

11 - 13

Evaluation



BIBLIOGRAPHY

The texts listed below are listed for purposes of those students who wish to pursue different areas. The required reading for the course will be sets of papers that will be distributed from time to time during the semester.

Alley & Deshler, Teaching the Learning Disabilities Adolescent: Strategies and Methods, Love Publishing Company, 1979

Bijou, S., Child Development: The Basic Stage of Early Childhood, Englewood Cliffs, N.J., Prentice-Hall, 1976

Cratty, B., Movement Behavior and Motor Learning, Philadelphia, Lea and Febijner, 1967

Dearden, R.F., The Philosophy of Primary Education, London, Routledge & Kagan Paul

Dunkin, M.J. & Biddle, B.J., The Study of Teaching

Farnham-Diggory, S., Learning Disabilities: A Psychological Perspective, Harvard University Press, 1978

Hirst, P.H. and Peters, R.S., The Logic of Education

Hunkins, F.P., Questioning Strategies and Techniques

Joyce, B.R. & Weil, M., Models of Teaching

Knowles, Malcolm, Self Directed Learning, Association Press, 1975

Lloyd, D.I., Philosophy and the Teacher

Logan, G.A., Adapted Physical Education, Dubuque, W.M.C. Brown, 1972

Mann, P.H. and Suiter, P., Handbook in Diagnostic Teaching: A Learning Disabilities Approach (revised edition), Allyn & Bacon, 1979

Metheng, E., Movement and Meaning, New York, McGraw-Hill, 1968

Piaget, J., Science of Education and the Psychology of the Child, Harmondsworth, Middlesex, England, Penguin, 1970

Ross, A.O., Learning Disabilities: The Unrealized Potential, McGraw-Hill, 1977

Schmuck, Richard A. & Schmuck, Patricia A., Group Processes in the Classroom, William C. Brown, 2nd edition, 1975

Stenhouse, Lawrence, An Introduction of Curriculum Research and Development, London, Heinemann Educational Books Ltd., 1975

U.N.E.S.C.O., June, 1972, The Declaration on the Human Environment, Prepared for the U.N. Conference on the Human Environment, Stockholm, Sweden, 1972

Wells, K.F., Kinesiology: The Scientific Basis of Human Motion, 5th ed., Philadelphia, W.B. Saunders, 1971

LEARNING DISABILITIES

This course provides a framework on understanding learning disabilities. It focuses on conceptual, historical and theoretical issues of the learning disabilities field, as well as fundamental steps in assessment and remediation of learning problems. It is the pre-requisite to Education 424, LEARNING DISABILITIES PRACTICUM. The course is divided into the following units:

- UNIT I - History
- II - Definitions
- III - Old Theories of Learning Disabilities (Part I)
- IV - Old Theories of Learning Disabilities (Part II) and Critique of Old Theories of Learning Disabilities
- V - New Theories of Learning Disabilities
- VI - Assessment of Reading Problems
- VII - Assessment of Arithmetic Problems
- VIII - Visual Discrimination Problems
- IX - Task Analysis
- X - Case Studies in Assessment and Remediation:
- XI ((a) a primary learning disability child,
- & XII (b) an intermediate learning disability child,
- & (c) a secondary learning disability child.)

COURSE REQUIREMENTS:

Students are required to complete three assignments on given topics:

- Assignment I: Definition - 15% of grade.
- Assignment II: Social Aspects - 25% of grade.
- Assignment III: Theory - 30% of grade.

The final examination will comprise 30% of the course grade.

REQUIRED TEXT:

BRYAN, Tanis & James, Understanding Learning Disabilities, (Alfred Pub. Co. In., Sherman Oaks, 1978)

FARNHAM-DIGGORY, Sylvia, Learning Disabilities, (Harvard University Press, Cambridge, 1978)

Educ 422 DISC Learning Disabilities

Course instructor: Dr. Bernice Wong

tutor/marker: Connie Broach (graduate student in LD)

Course description:

This course deals with the conceptual and historical aspects of learning disabilities, leading into assessments of academic learning disabilities.

Three course assignments and one short exam constitute the workload.

Note: This course has been designed for people who are out of town. For those living near SFU, I suggest strongly that you take the on-campus course so that you benefit from teacher-student interactions plus student-student interactions, besides making use of the ready access to the library.

Secondly, students who are independent workers and disciplined do best in this kind of DISC course. The major problem concerns ill-paced studies and rushed jobs on assignments. Late assignments will not be marked. Try to read the guide thoughtfully, jotting down questions which you should ask the tutor. Questions regarding the assignments should be for clarification rather than asking the tutor what to put in for answers.

Phone in as much as possible to talk to tutor or me. That way you will learn from this course in an optimal manner. Remember, monitor your studies diligently or you will find yourself cramming and rushing on your assignments.

(End of sermon à la Wong!)

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Anne

From..... Dianne Common

Subject..... 361

Date..... Sept 10

Dates are OK - assume right hand column is Kelowna.

Dianne

if/ea - please notify Frank & Heidi that all dates are now confirmed -
I should
Anne
9/18/80
called
both