

## SIMON FRASER UNIVERSITY

Education ~~488~~ 488

## PROMOTING THINKING THROUGH CLASSROOM INTERACTIONS

Spring Semester, ~~1995~~Location: ~~Langley~~Times: ~~Mondays, 17:30-21:20~~Instructor: ~~Pat Holborn~~ Alice MARQUADT

98-2

**PREREQUISITES:** Education 401/402 or special permission of instructor. This course duplicates the second half of the calendar course, Education 483-8. Pre-requisites are Education 489 (94-1) or Education 386 (94-2).

**COURSE DESCRIPTION:**

This course builds upon participants' studies in a prerequisite offering, *Promoting Thinking in the Curriculum*. Whereas the prerequisite course focused primarily on understanding theoretical concepts and examining approaches to integrating thinking throughout the curriculum, this course emphasizes the role of classroom climate, interactions and evaluation practices in the development of pupils' higher order thinking processes.

**COURSE OBJECTIVES:**

Students in this course will:

- identify the characteristics of learning environments and experiences that provide a supportive climate for thinking;
- demonstrate ability to plan learning experiences in which students are actively engaged and in which big ideas are being examined;
- identify the essential characteristics of interactive processes that sustain and extend students' thinking;
- understand the effects of respectful and disrespectful interactions on pupil thinking and self confidence;
- demonstrate competence in using interactions that promote examination of ideas;
- analyze, critically and non-defensively, their teaching for thinking interactions;
- discern the effects of less effective responses on students' thinking, and formulate more effective alternatives;
- identify key principles of evaluation that is enabling;
- demonstrate evaluation practices that are congruent with the above principles.

**COURSE REQUIREMENTS:****Expectations**

- full attendance and participation
- completion of all required readings and a selection of recommended readings
- demonstration of supportive interactions with colleagues in class discussions and learning tasks

**Assignments**

- a. Weekly reflective tasks focused on critical examination of professional beliefs and practices.
- b. Critically thoughtful analysis of readings, using a response journal.
- c. Outlines for three teaching/learning experiences that demonstrate understanding of the relationship among big ideas, well-designed investigative play, and focus questions.

- d. Analyses of three videotaped and transcribed learning experiences that demonstrate growing understanding of and skill in using interactions that sustain and extend students' thinking.
- e. A portfolio illustrating features of a classroom environment that encourages thoughtful student-student interaction.

#### EVALUATION:

Students are expected to demonstrate growth in understanding and skills across the duration of this course. They will be provided with ongoing constructive feedback on assignments 1 and 2. Performance criteria and standards for assignments 3-5 will be developed with the class, and global rating scales will be used to identify strengths and areas needing further practice. Final grades will be determined on the basis of demonstrated growth and performance, using SFU grading guidelines.

#### REQUIRED READINGS:

- \* Barell, J. (1991). Reflective teaching for thoughtfulness. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol. 1, pp. 207-210). Alexandria, VA: ASCD.
- \* Bateman, W. (1990). *Open to Question*. San Francisco: Jossey-Bass, 1990.
- Christensen, C. R. (1991) Every student teachers and every teacher learns - The reciprocal gift of discussion teaching. In Christensen, Garvin and Sweet (Eds.), *Education for Judgement*. Cambridge, MA: Harvard Business School Press.
- Costa, A. (1991). Teacher behaviors that enable student thinking. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol 1, pp. 194-206). Alexandria, VA: ASCD.
- Feynman, R. (1985). *Surely You're Joking, Mr. Feynman*. New York: Bantam.
- Johnson, D. W., & Johnson, R. T. (1991). Collaboration and cognition. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol. 1, pp. 298-301). Alexandria, VA: ASCD.
- Wassermann, S. (1992). *Asking the Right Question*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Wassermann, S. (1990). *Serious Players: Empowering Children in the Primary Grades*. New York: Teachers College Press.

**SIMON FRASER UNIVERSITY**  
**Education 488-4**  
**SPECIAL TOPICS: DRAMATIC ARTS**  
**(E1.00)**

Fall Semester, 1994  
(September 6–December 5)  
Tuesdays  
16:30–20:20  
Location: MPX 7610

Instructor: Dr. Sharon Bailin  
Office: MPX 8674  
Phone: 291-5828

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**PREREQUISITE:** EDUC 401/402

**DESCRIPTION:**

This course deals with theory, curricula and methodologies in drama education.

**OBJECTIVES:**

1. To introduce students to a variety of approaches, techniques and sources for drama teaching.
2. To acquaint students with pedagogical issues related to drama teaching.
3. To engage in critical discussion regarding the theoretical grounding for drama education.

**OUTLINE OF TOPICS:**

A selection from the following:

aims of drama education; drama and theatre; drama as methodology: the roles of the teacher; creativity and drama; evaluation; group dynamics; integrating the arts; creative drama; evaluation; improvisation; storytelling; choral dramatization; docudrama; anthology; sound collage; film and video; media criticism; readers' theatre; scene study; stagecraft; puppetry; theatre history; drama criticism.

**TYPICAL REQUIREMENTS:**

- |                              |     |
|------------------------------|-----|
| 1. Theatre history project   | 35% |
| 2. Readers theatre project   | 35% |
| 3. Development of drama unit | 30% |

Leading warm-up exercises; active participation in class projects

**REQUIRED TEXTS:**

Booth, David, & Lundy, Charles (1985) *Improvisation: Learning Through Drama*. Toronto: Harcourt Brace Jovanovich

Lundy, Charles, & Booth, David (1983). *Interpretation: Working With Scripts*. Toronto: Harcourt Brace Jovanovich

Other readings to be assigned in class.

Drama and/or Fine Arts Curriculum guides for appropriate grade level strongly recommended

**SIMON FRASER UNIVERSITY**

**EDUC 488-4 (D1.00)**  
**SPECIAL TOPICS: TEACHER RESEARCH -- TEACHING "AGAINST THE GRAIN"**  
**(Cat. #55671)**

Summer Session, 1994  
(July 4 - 29)  
Monday, Wednesday & Friday  
8:30-12:20, MPX 8651/2

Instructor: Marilyn Cochran-Smith  
Office: TBA  
Phone: 291-3395 (messages)

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**PREREQUISITE:** EDUC 401/402

**COURSE OUTLINE**

Traditionally it has been assumed that knowledge about teaching is generated by researchers outside of schools and then applied by teachers inside them. What is missing from the knowledge base, then, are the voices of teachers themselves, the questions they ask, the ways they use writing and talk in their own lives, and the interpretive frameworks they use to understand and improve their classroom practices. Teacher research is an alternative method for generating knowledge about teaching and learning. It links research with practice and inquiry with reform across the professional lifespan.

Over the past decade, there has been renewed interest among teachers in exploring the potential of teacher research as a mode of professional development, an avenue for generating practice-based knowledge about teaching, and a catalyst for social change in schools, universities and communities. This course presents a conceptual framework for reading, understanding, and conducting teacher research by exploring questions regarding: the definition and types of teacher research, the status of teacher research as a form of research on teaching, the nature and function of knowledge that is created when teachers do research, and the implications of teacher research for the construction of a knowledge base for teacher education and professional development, and for the politics of school and university relationships. The course will draw on the published and unpublished work of teachers across the country who have conducted research in their own K-12 classrooms, as well as the work of university-based teachers and researchers who have worked collaboratively with teachers. The course provides practical help in functioning as a teacher researcher and exploring its potential for improving teaching and learning in the classroom. Students will read teacher research essays, journals, accounts of oral inquiries, and classroom studies. They will develop methods for conducting research that addresses issues and problems in their own classrooms and have opportunities to work closely with others who are interested in functioning as teacher researchers.

**TOPICS** (see enlarged course outline for specific details)

1. Concepts of Teacher Research
2. Understanding Teaching from the Inside: Teachers on Teaching, Learning, and Schooling
3. Contexts of Teacher Research: Inquiry, Knowledge, and Practice
4. Teacher Research as Method: Paradigms, Methodological Issues, and Blurred Genres.

**ASSIGNMENTS**

Students will be expected to prepare readings prior to class sessions and participate actively in all class discussions at both the small group and whole class levels. In addition, students will write brief critical essays, which are designed to promote thoughtful responses to course readings in which they pose their own questions about the topics they find central. The intent in these essays is to use other people's research to uncover their own interpretive frameworks and to explore the implications of these connections in ways that are tentative and evolutionary. Finally, students will engage in a series of individual and group activities toward a teacher research course project. This will include an exploration of a question of practice, a teaching dilemma, or study of an individual child; a plan for learning about this question by taking the classroom or classroom group as a site for inquiry and collecting observational, interview, and documentary data; and a discussion of possible frameworks for analysis related to course readings and discussions.

**READINGS**

The course will draw on selected readings from texts as well as on a wide range of current articles and the published and unpublished research of experienced teachers and student teachers in a variety of contexts.

**SIMON FRASER UNIVERSITY**

**Education 488-4  
Special Topics: Kindergarten  
(E1.00)  
(Cat. #63182)**

Summer Session, 1993  
(June 28 - August 6)  
Monday/Wednesday, 5:30 – 9:20 p.m.  
Location: MPX 7600 Front

Instructor: Dr. Ann Vicente  
Phone: 263-4979

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**PREREQUISITES:** EDUC 401/402.

**COURSE DESCRIPTION**

This course will focus on appropriate methods and materials for young children entering the school system for the first time. Many options will be explored and discussed but there will be an emphasis on the British Columbia Primary Program. Topics will include:

- \* the implications of current theories of child growth and cognitive development for first year primary teachers
- \* creating learning environments and selecting, organizing, and implementing instructional strategy, materials, and content
- \* organization for data collection and communication with parents and the school community
- \* self assessment and growth for teachers

The course has been planned to "Practice What We Preach" and students should be prepared to function in a student-centered, activity-oriented atmosphere throughout the course.

**COURSE REQUIREMENTS:**

Attendance and participation in all parts of the course.

Completion of all reading assignments.

The fulfillment of an individual contract with the instructor designed in consultation with the student and instructor to communicate the students' understanding and ability to apply the theoretical constructs, methods, and materials of the course to their present or expected work situations.

**REQUIRED READINGS AND MATERIALS**

Ministry of Education. (1990). Primary Program Foundation and Resource Documents, Province of British Columbia. CGO279 and RB0008.

Board of Education. (1983). Look! Hear! Developing Programs for Primary Children Based on Observation of Learning Needs. The Board of Education for the City of North York. ISBN 1-55000-002-0

Jaggar, A., & Smith-Burk, M.T. (1985). Observing the Language Learner. Newark, Del.: International Reading Association and NCTE.

Students will be asked to set aside additional monies to purchase children's books that will be used in the course and their work.

**SIMON FRASER UNIVERSITY**

**EDUCATION 488-3**

**SPECIAL TOPICS: NATIVE LANGUAGE CURRICULUM DEVELOPMENT - INTERIOR  
SALISH  
(N1.00)**

Spring Semester, 1993  
(January 5 - April 2)  
SCES/SFU Program  
Location: Kamloops

Instructor: Dr. Marianne Boelscher Ignace

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**PREREQUISITES:**

Knowledge of native language.

**COURSE DESCRIPTION:**

This course, aimed at native language teachers and those training to become native language teachers, will provide an introduction and hands-on approach to the design of native language curriculum with a focus on interior Salish languages.

Course materials, lectures and discussion will focus on issues involving general concepts of curriculum design and adapting these to the design of native language curriculum which is relevant to the cultural and practical needs of native communities and native learners.

Specific topics to be covered here include the overall possibility of integrating native language instruction into primary/secondary curriculum; articulating the rationale for teaching native language in public schools; writing educational goals and objectives; breaking down instruction into course units and lessons with specific objectives and instructional content, and developing suitable methods of evaluation.

In discussing instructional objectives and content, students will also be exposed to issues of second language teaching methodology in so far as they can be adapted to the teaching of aboriginal languages in the classroom. Through specific assignments and in-class projects, student will participate in initiating the design of various components of native language curriculum suited to their needs.

**ORGANIZATION:**

Bi-weekly, all-day lectures/seminars for a total of 39 hours of instruction

**TEXTS:**

Mueller, Delbert (1991). A Guide for Curriculum Writers.

- a list of articles on second language teaching and native language teaching;
- a sampling of curriculum materials of Interior Salish and other native languages, e.g.

van Eijk, St'at'imcets

Powell and Jenson, Learning Shuswap

Enowkin Centre, Okanagan Generic Language Project

**EVALUATION:**

Assignments:	40%
Course Project	50%
Participation	10%

SIMON FRASER UNIVERSITY

EDUCATION 488-4  
SPECIAL TOPIC: INTEGRATION FOR THE LANGUAGE ARTS TEACHER  
(Secondary and Intermediate)  
(D1.00)

Intersession, 1992  
(May 4 – June 12)  
Tuesday & Thursday, 1:00–4:50 p.m.  
Location: MPX 7610

Instructor: Carolyn Mamchur  
Office: MPX 8628  
Phone: 291-3661

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PREREQUISITE: EDUC 401/402

**COURSE DESCRIPTION**

The course in integration of the language arts is concerned with the theoretical framework and practical applications of integration of literature, writing process, film and theatre. Open to educational practitioners at all levels except primary, the course seeks to develop an understanding of integration in general, and an ability to integrate the language arts by focussing on writing process in particular. The course is particularly applicable to secondary practitioners, e.g., classroom teachers, consultants, administrators, interested in exploring the use of integration as a teaching methodology.

**COURSE OBJECTIVES**

1. To develop a critical appreciation for and practical ability to use integration as an instructional methodology.
2. To develop awareness of the following specific areas in literature and film, narrative and expository writing:
  - a. point of view
  - b. style and tone
  - c. metaphor, symbol and allegory
3. To improve writing skills by mastering point of view, style, tone, metaphor, symbol and allegory.
4. To develop awareness of and skill in effectively integrating literature, composition, theatre and film in the classroom.

**SUGGESTED READINGS**

Conrad, J. (1987). Heart of darkness. Harmondsworth: Penguin Books. PR 6005 04 44 1983 (0140180907).

DuMaurier, Daphne. (1938). Rebecca. Garden City, NY: Doubleday.

Field, S. (1982). Screenplay. New York: Dell Publishing Co., Inc.

Fitzgerald, F.S.K. (1925). The great Gatsby. New York: Schribner. (0020199600). Maxwell McMillan Canada.

Fogarty, R. (1991). How to integrate the curriculum. Illinois: Skylight Publishing.

- Gould, Boyum, J. (1985). Fiction into film. New York: NAL Books.
- Hardy, T. (1983). Tess of the d'Ubervilles. Oxford: Clarendon Press; New York: Oxford University Press. PR 4748 A1 1983. Penguin (0140431357).
- Hull, O. (1989). The art and craft of novel writing. Cincinnati, OH: Writer's Digest Books.
- Jonsson, R. (1989). My life as a dog. New York: Farrar, Straus, Giroux.
- Lawrence, D.H. (1954). Women in love. PR 6023 A93 W63, 1954, Phoenix edition. London: Heinemann. (0140182217). Penguin
- London, P. (1989). No more second hand art. Boston, MA: Shambhala Publications Inc.
- McCormick Calkins, L. (1983). Lessons from a child. Portsmouth, New Hampshire: Heinemann Educational Books, Inc.
- McCullers, C. (1987). Collected stories of Carson McCullers. Boston, MA: Houghton Mifflin Co.
- Monaco, J. (1981). How to read a film. New York: Oxford University Press.
- Seeger, L. (1992). The art of adaptation: Turning fact and fiction into film. New York: Henry Holt & Co.
- Zinsser, W. (Ed.). (1987). Inventing the truth. Boston, MA: Houghton Mifflin Co.

## REQUIREMENTS

- Throughout the Course (30%)
1. Regular attendance
  2. Active, professional participation in seminars and group study sessions
  3. Several reading assignments
  4. In class analysis of films and literature
  5. In class participation of drama activities
  6. A minimum of three writing assignments
- Any TWO of the following final Assignments (70%)
- |                                     |    |               |   |     |
|-------------------------------------|----|---------------|---|-----|
| 1. One in Integration               | or | a. A unit     | } |     |
|                                     |    | b. An article | } | 35% |
|                                     |    | c. Open       | } |     |
|                                     |    |               |   |     |
| 2. One in Writing Process           | or | a. Portfolio  | } |     |
|                                     |    | b. Narrative  | } | 35% |
|                                     |    | c. Open       | } |     |
|                                     |    |               |   |     |
| 3. One in Language Arts Integration | or | a. Teaching   | } |     |
|                                     |    | b. Four films | } | 35% |
|                                     |    | c. Open       | } |     |



**SIMON FRASER UNIVERSITY**  
**EDUCATION 488-4**  
**SPECIAL TOPICS: KINDERGARTEN**  
**(E1.00)**

Spring Semester, 1992  
(January 6 – April 3)  
Wednesday, 4:30–8:20 p.m.  
Location: MPX 7600B

Instructor: D. Melanie Zola  
Phone: 731-1131

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**PREREQUISITES:** Educ. 401/402

**COURSE DESCRIPTION**

The course will introduce you to a survey of principles and practices of school programs for the early years — specifically for the first two years of the Primary Program (Kindergarten and Year One) in British Columbia.

The course will focus on such topics as:

- selected aspects of child growth and development as they relate to, and hold implication for, school programs in the initial years;
- goals and objectives of the Early Primary (Kindergarten/Year One);
- creating learning environments and selecting, organizing, and implementing instructional strategies, materials and content;
- appraising pupil learning, assessing teaching performance, and evaluation education programs.

The course will comprise a broad range of experiences (lectures, workshops, seminars, discussion groups, etc.) organized in such a way as to model a student-centered approach and to maximize individualization of learning.

**COURSE REQUIREMENTS**

Attendance and participation in all parts of the program.  
Completion of readings, completion of various follow-up assignments, and an exam.  
Demonstration of competency in fulfillment of selected assignments.

**REQUIRED TEXTS**

Board of Education. (1983). *Look! Hear! Developing Programs for Primary Children Based on Observation of Learning Needs*. The Board of Education for the City of North York. ISBN 1-55000-002-0.

Jaggar, A., & Smith-Burke, M.T. (1985). *Observing the Language Learner*. Newark, Del.: IRA & NCTE.

Ministry of Education. (1990). *Primary Program Foundation Document*. Province of British Columbia. CG0279

Ministry of Education. (1990). *Primary Program Resource Documents*. Province of British Columbia. RB0008.

Wasserman, Selma. (1988). *Put Some Thinking In Your Classroom*. Simon Fraser University, B.C.

Yardley, Alice. (1989). *Young Children Thinking*. Oakville, Ontario: Rubicon Publishing. ISBN 0-921156-04-9 – ISBN 0-921156-06-5 (set).

#### **RECOMMENDED READING**

Ministry of Education. (1991). *Supporting Learning. Understanding and Assessing the Progress of Children in the Primary Program. A Resource for Parents and Teachers*. Province of British Columbia. RB0018.

Schwartz, Susan, & Pollishuke, Mindy. (1990). *Creating the Child-centred Classroom*. Toronto, Ont.: Irwin Publishing. ISBN 0-7725-1722-3.

Wasserman, Selma. (1990). *Serious Players in the Primary Classroom. Empowering Children Through Active Learning Experiences*. New York and London: Teachers College, Columbia University. ISBN 0-8077-3030-0

**SIMON FRASER UNIVERSITY**  
**EDUCATION 488-4**  
**SPECIAL TOPIC: KINDERGARTEN**

Summer Session, 1991  
(July 2 – August 9)  
Tuesday and Thursday  
5:30 – 9:20 p.m.  
Location: MPX 8620B

Instructor: Darlene Forrest

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**PREREQUISITE:** EDUC 401/402 or equivalent.

**COURSE DESCRIPTION**

The course will introduce you to principles and practices of school programs for the beginning year of school.

The course will focus on the following topics:

- childhood growth and development and its implications for E.C.E. program development.
  - the goals and philosophy of the Primary Program.
  - creating enabling learning environments for young children.
  - selecting, organizing, and implementing instructional strategies (ie. play), materials, and appropriate content for young children.
  - principles of dual entry and its implications.
  - evaluating young children's learning.
  - parental involvement and education.
- \* Children's play, emergent literacy, observational evaluation will be emphasized in this course.

**COURSE REQUIREMENTS**

Attendance and participation in all parts of the program. Completion of practical and research-oriented assignments and readings.  
Demonstration of competency in course assignments.

**REQUIRED TEXTS**

Elkind, David, (1988) Miseducation: Preschoolers At Risk. New York: Alfred A Knopf. ISBN0394756347.

Hall, Nigel, (1987) Emergence of Literacy. Heinemann Education Books, 0-435-08442-9.

Jaggar, A. & Smith-Burke, M. (eds) (1985) Observing the Language Learner. IRA-NCTE Newark, Delaware, 0-87207-890-6.

Board of Education for the City of North York. (1983) Look Hear. Curriculum and Staff Development Services, North York, Willowdale, Ontario, 1-55000-002.

**RECOMMENDED TEXTS**

B.C. Primary Curriculum - Foundation Document and Resource Book. (1990) Ministry of Education.

**SIMON FRASER UNIVERSITY**  
**EDUCATION 488-4**  
**SPECIAL TOPIC: KINDERGARTEN**

Spring Semester, 1991  
(Jan. 7 - April 5)  
Monday, 4:30 - 8:20  
Location: MPX 7610

Instructor: Darlene Forrest

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**PREREQUISITE** - EDUC 401/402 or equivalent.

**COURSE DESCRIPTION**

The course will introduce you to principles and practices of school programs for the beginning year of school.

The course will focus on the following topics:

- childhood growth and development and its implications for E.C.E. program development.
- the goals and philosophy of the Primary Program.
- creating enabling learning environments for young children.
- selecting, organizing, and implementing instructional strategies (ie. play), materials, and appropriate content for young children.
- principles of dual entry and its implications.
- evaluating young children's learning.
- parental involvement and education.

**COURSE REQUIREMENTS**

Attendance and participation in all parts of the program. Completion of all required readings and assignments.  
Demonstration of competency in course assignments.

**REQUIRED TEXTS**

Elkind, David, (1988) Miseducation: Preschoolers At Risk. New York: Alfred A Knopf. ISBN0394756347.

Hall, Nigel, (1987) Emergence of Literacy. Heinemann Education Books, 0-435-08442-9.

Jaggar, A. & Smith-Burke, M. (eds) (1985) Observing the Language Learner. IRA-NCTE Newark, Delaware, 0-87207-890-6.

Board of Education for the City of North York. (1983) Look Hear. Curriculum and Staff Development Services, North York, Willowdale, Ontario, 1-55000-002.

**RECOMMENDED TEXTS**

B.C. Primary Curriculum - Foundation Document and Resource Book. (1990) Ministry of Education.

9002

PROPOSED COURSE EDUCATION 404

EDUCATION 488

**DESIGNS FOR LEARNING: LANGUAGE ACROSS THE CURRICULUM**

Instructor: Hugh Burke

This course will prepare students to use language processes to enhance teaching and learning across the curriculum. Course topics will include:

- Models of language processes
- Metaphors of learning
- The writing process: writing and learning
- The reading process: reading as a composing activity
- Responding to reading
- Speaking and listening processes
- Representing processes
- Drama and learning
- Evaluation and language processes
- Strategies for applying language processes across the curriculum
- An examination of the idea of story, and its application across the curriculum

This will be largely a practical course, with a strong focus on proven classroom strategies and techniques which enhance student's abilities to learn, and teacher's abilities to teach.

Students will be expected to complete two projects, related to their teaching area, which demonstrate an understanding and use of language processes applied to learning and teaching. Some micro-teaching will also be expected.

## EDUCATION 488-4

### SPECIAL TOPICS: SECONDARY DANCE EDUCATION

Spring Semester, 1990  
Wednesdays, 4:30-8:20 p.m.  
Location: MPX 7540 (Gym)

Instructor: Ruth Emerson  
Phone: 291-3395

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#### PREREQUISITES

Educ. 401/402 or equivalent or permission of instructor.  
Dance experience, though welcome, is not essential.

#### COURSE DESCRIPTION

This course, a secondary level continuation of EDUC. 495-4, looks at dance as a performing art with links to physical education and to the fine arts; theatre, music, and visual art. In this experiential class students will move together through the doing, making, and seeing activities from which dance lessons are made. Laban movement principles of body, effort, shape, space, and relationship will be studied in terms of understanding how to teach the performance, choreography, and aesthetic aspects of dance. Rather than being specifically dance technique based, movement in the course will also incorporate general human activity as a non-verbal movement language. Students will develop their own lessons and units of dance.

#### COURSE REQUIREMENTS

class attendance and participation	50%
writing and speaking: including the final written project; a unit of dance, planned and presented orally to the class.	50%

#### REQUIRED TEXT

A xerox packet, to be purchased from the instructor.

#### ABOUT THE INSTRUCTOR

Ruth Emerson was an original member of the Judson Dance Theatre in New York, and a member of the Pearl Lang Dance Company. Ms. Emerson has a Master of Arts in Dance from the University of Illinois, and she is a Certified Laban Movement Analyst. In recent years, she has been teaching dance, choreographing, developing intermediate and secondary arts programs, and directing her own dance company. In 1988 and 1989 she took the S.F.U. Off-Centre Dance Company on tour through B.C. schools. She is presently an adjunct professor in the S.F.U. Dept. of Education.

**SIMON FRASER UNIVERSITY**

**EDUCATION 488-4**

**SPECIAL TOPICS**

**WRITING ACROSS THE CURRICULUM: LANGUAGE & LEARNING**

Summer Session, 1989  
(July 4 – August 11)  
Monday – Friday  
9:00 a.m. – 3:00 p.m.  
Location: MPX 8633

Instructor: Wendy Strachan

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**PREREQUISITE:** Educ. 401/402 or equivalent.

**ELIGIBILITY:**

Participants will be teachers who have demonstrated enthusiasm and interest in teaching writing and in using writing as a way of learning to think. Instructor acceptance will be required.

"Those who can, do; those who understand, teach."

Lee Shulman

**COURSE DESCRIPTION**

Following the professional development model established in the Bay Area Writing Project, this Summer Institute is structured as a collaborative teacher seminar.

**OBJECTIVES**

To inquire into the nature of writing as a social process central to individual intellectual development.

To demonstrate a model of classroom interaction that is consistent with the theory and practices being presented.

To draw on teachers' knowledge, experience and reflective responses as contributions to the content of the course.

**COURSE TOPICS INCLUDE:**

- \* Planning writing: organising classes and lessons to include purposeful writing assignments
- \* Evaluating writing
- \* Making sense and improving thinking skills through writing
- \* Writing as a way of learning and understanding in all subjects, including math and science as well as literature and history
- \* Teaching students to write using the thinking processes of prewriting, drafting, responding, revising, and editing.

**TEXTS:**

A book of readings will be available for purchase at the start of class. Readings include such writers as: Atwell, Calkins, Dyson, Goodman, Elbow, Graves, Krashen, and Murray.

**SCHEDULE:**

The class meets daily for three weeks between July 24 – August 11, 1989.  
9:00 a.m. – 3:00 p.m.

**REQUIREMENTS FOR CREDIT:**

1. Prepare and give a presentation of a teaching strategy which you have found successful in helping students write. (Details available from instructor.)
2. Participate in all reading and writing activities scheduled during the course including revising one extended piece of writing for publication in a class anthology.
3. Develop plans for implementing a teaching sequence that incorporates aspects of the theory and practices presented.



## EDUCATION 488-4:

### Special Topics: Teaching Children and Youth With Special Needs

Spring, 1989  
Thursdays  
4:30 - 8:20 P. M.  
Location: MPX 8620

Instructor: Dr. L. Prock  
Office: MPX 9504  
Phone: 291-4117  
Messages: 291-3395

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#### PREREQUISITES:

Educ. 401 ~~or~~ 402 or equivalent.

#### COURSE OBJECTIVES:

1. To increase awareness of the range of problems which might affect the learning of children and youth, and to elucidate the many points of common instructional need across various categories within that range.
2. To provide knowledge about major categories of handicap; to examine issues and research pertaining to those handicapping conditions; and to investigate the special instructional requirements that those conditions impose.
3. To design and evaluate instructional and social management procedures for accommodating children and youth with special needs in the regular classroom.

#### COURSE TOPICS AND FORMAT:

A "conference" format will be used in this course. Expert guests will address various categories of special need; namely, communication difficulties, emotional and behavior disorders, visual and auditory impairments, physical handicaps, mental retardation, talent and giftedness, learning disabilities, cultural differences, troubled children. In addition, the current status of special education in B.C. will be examined; and instructional management models will be discussed.

#### COURSE REQUIREMENTS:

- |  |     |
|--|-----|
| 1. A case study report   | 30% |
| 2. Two quizzes based on content of textbook<br>(20% each: Feb. 16 & Mar. 23) | 40% |
| 3. Final exam  | 30% |

(Details re. the requirements will be given at the first class meeting, Jan. 12, 1989.)

#### TEXTBOOK:

Howard, W. L. and Orlansky, M. D. (1988). Exceptional children, (3rd. ed.). Merrill Publishing Company.

**EDUCATION 488-4:  
EI.00**

**Special Topics: Teaching Children and Youth With Special Needs**

Spring, 1989  
Mondays  
7:00 - 10:30 p.m..  
Location: KELOWNA

Instructor: Ron Rubadeau

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This course will begin January 9th, 1989 and will be held at Martin Education Centre, 1434 Graham Stk., Kelowna, B.C.

**PREREQUISITES:**

Educ. 401 ~~or~~ 402 or equivalent.

**COURSE OBJECTIVES:**

1. To increase awareness of the range of problems which might affect the learning of children and youth, and to elucidate the many points of common instructional need across various categories within that range.
2. To provide knowledge about major categories of handicap; to examine issues and research pertaining to those handicapping conditions; and to investigate the special instructional requirements that those conditions impose.
3. To design and evaluate instructional and social management procedures for accommodating children and youth with special needs in the regular classroom.

**COURSE TOPICS AND FORMAT:**

A "conference" format will be used in this course. Expert guests will address various categories of special need; namely, communication difficulties, emotional and behavior disorders, visual and auditory impairments, physical handicaps, mental retardation, talent and giftedness, learning disabilities, cultural differences, troubled children. In addition, the current status of special education in B.C. will be examined; and instructional management models will be discussed.

**COURSE REQUIREMENTS:**

- |  |     |
|--|-----|
| 1. A case study report   | 30% |
| 2. Two quizzes based on content of textbook<br>(20% each: Feb. 16 & Mar. 23) | 40% |
| 3. Final exam  | 30% |

(Details re. the requirements will be given at the first class meeting, Jan. 12, 1989.)

**TEXTBOOK:**

Howard, W. L. and Orlansky, M. D. (1988). Exceptional children, (3rd. ed.). Merrill Publishing Company.

# CONFLICT MANAGEMENT IN THE CLASSROOM

EDUCATION 488-4  
FALL, 1988

Fall 88  
Evening  
Wednesday: 4:30-8:20  
MPX 7506

Instructor: Pat Pitsula

## Objectives:

1. to provide an analysis of the legal order of the school as either an authoritarian or constitutional bureaucracy;
2. to discuss the implications of this analysis for conflict management;
3. to develop a fundamental awareness of the many variables involved in conflict situations and their management;
4. to examine relevant research with respect to conflict management strategies and their consequences;
5. to apply conflict management strategies both at the classroom and school level

## Outline of Topics

- I. Traditional Schools: Authoritarian or Constitutional Bureaucracies?
  - A. Preoccupation with Order and Control v. Mutual Respect and Fairness (i.e. Charter Principles)
  - B. Preoccupation with Routine and Efficiency v. Mutual Respect and Fairness
  - C. Preoccupation with Teacher-Centred Instruction v. Responsible Participation ("Just Community" approach)
- II. Implications for Conflict Management
  - A. Authoritarian Bureaucracy: Disciplinary Policies
  - B. Constitutional Bureaucracy: Conflict Management Policies
    - Theory/Program Implementation
    - Practice of Mediation and Negotiation Skills
    - Educational Administration and Conflict Resolution

## Requirements

- |                             |   |                 |
|-----------------------------|---|-----------------|
| 1. Critique of Two Articles | - | 30 marks        |
| 2. Seminar Presentation     | - | 20 marks        |
| 3. Attendance/Participation | - | 10 marks        |
| 4. Major Paper/Project      | - | <u>40</u> marks |
|                             |   | 100 marks       |

**EDUCATION 488-4**  
**Special Topics: Elementary**

**EDUCATION: CHALLENGES AND OPPORTUNITIES**

Intersession, 1988  
Tuesday and Thursday  
Tuesday and Thursday

Instructor: Geoff Madoc-Jones  
1:00 - 2:30 p.m. MPX 7618  
2:40 - 4:50 p.m. MPX 7600 and 7504

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This course is designed for students in the 1988 Spring Entry Elementary Modules of P.D.P. It is intended to be an issues course, with a lecture/seminar format.

The course will form a bridge between 401/402 and 405. It will enable students to retain their module commitments, while reading, listening, discussing and writing about seminar issues relating to elementary education today. The lectures will be primarily given by faculty members. Topics of the lectures already booked include;

- multicultural education
- discipline based art education
- whole language
- the curriculum landscape
- mainstreaming
- neurolinguistic discoveries
- the hidden curriculum in our schools
- objectives and education.

Other topics expected to be covered will include ethics and philosophy of education , the politics of education, and technology and education.

The seminars composition will follow module lines, and the instructors for this part will be the appropriate Faculty Associates. The following staffing pattern has been designed:

<b>Early Childhood Education</b>	<i>Merrilee Prentice</i>
<b>Elementary Generalist</b>	<i>Jean Way</i>
	<i>Sherry Sprungman</i>
<b>Diversity in Education</b>	<i>Gary Squire</i>
	<i>Corinne Broderick</i>

While this course is for module students, the lectures are open to other students and the public.

**Assignments**

Students will be expected to:

- a) attend lectures and participate in seminars
- b) read assigned papers
- c) give at least one oral critique of a lecture
- d) write two major papers

## EDUCATION 488: CONFLICT RESOLUTION IN THE CLASSROOM

Spring 1988  
Mondays, 4:30 - 8:20  
Location: MPX 7506

Instructor: P. Pitsula  
Office: MPX 8672  
Phone: 291-4484

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### OBJECTIVES:

1. to provide an analysis of the legal order of the school as either an authoritarian or constitutional bureaucracy;
2. to develop a fundamental awareness of the many variables involved in conflict situations and their management;
3. to examine relevant research with respect to conflict management strategies and their consequences.

### OUTLINE OF TOPICS:

- I. Schools and the Hidden Curriculum: Authoritarian or Constitutional Bureaucracies?
  - A. Preoccupation with Order and Control (Doctrine of in loco parentis) v. Mutual Respect and Fairness
  - B. Preoccupation with Routine and Efficiency v. Mutual Respect and Fairness (i.e. Charter Principles)
  - C. Preoccupation with Teacher-Centred Instruction v. Responsible Participation ("Just Community: approach)
- II. Conflict Management Program: Towards a Constitutional Bureaucracy
  - A. Theory/Program Implementation
  - B. Practice: Mediation and Negotiation Skills
  - C. Educational Administration and Conflict Resolution

### REQUIREMENTS:

Two Assignments	35
One Oral Presentation	15
Major Paper	35
Attendance/Participation	<u>15</u>
	<u>100</u>

## EDUCATION 488-4

### SPECIAL TOPICS: DESIGNS FOR LEARNING: KINDERGARTEN

Regular Semester, 1987  
May 4 - July 31  
Thursday, 5:30-9:20

Instructor: D. Melanie Zola  
Phone: 291-4229  
Location: MPX 7600

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#### PREREQUISITES:

Educ. 401/402 or equivalent.

#### COURSE DESCRIPTION:

The course will introduce you to a survey of principles and practices of school programs for the early years -- specifically at the Kindergarten and Year One levels in British Columbia.

The course will focus on such topics as:

- selected aspects of child growth and development as they relate to, and hold implication for, school programs in the initial years;
- goals and objectives of a Kindergarten/Year One program;
- creating learning environments and selecting, organizing, and implementing instructional strategies, materials and content;
- appraising pupil learning, assessing teaching performance, and evaluating educational programs.

The course will comprise of a broad range of experiences (lectures, workshops, seminars, discussion groups, etc.) organized in such a way as to model a student-centered approach and to maximize individualization of learning.

#### COURSE REQUIREMENTS:

Attendance and participation in all parts of the program.

Completion of readings, completion of a curriculum development project, and completion of various follow-up assignments.

Demonstration of competency in fulfillment of selected assignments.

#### TEXT:

Students are expected to become familiar with the Kindergarten Curriculum Guide and Resource Book. They will also be referring extensively to Raths et al. Teaching for Thinking in the development of a curriculum project.

A bibliography of theoretical and practical resource books for recommended reading and general reference will be distributed at the first session.

EDUCATION 488-4

**SPECIAL TOPICS: CRITICAL INCIDENTS IN TEACHING -  
THE TEACHER AS DECISION MAKER**

Spring, 1987  
Wednesdays, 4:30 - 8:20

Instructor: Dr. S. Wassermann  
Location: MPX 7600

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Prerequisites: Educ. 401/402 or equivalent.

This course is offered for pre-service and in-service teachers who wish to examine the various pressures influencing the decision-making processes of teachers.

One of the important aspects of professional functioning is the autonomy of professionals to arrive at decisions based upon their sound professional judgement. The ability to examine and interpret data, to analyze assumptions, and to project potential consequences is considered a true mark of professional functioning.

In some professions, a variety of pressures -- political, social, emotional, personal -- serve to influence professional judgement and consequently to influence decision making. Such influence may have a deep and pervasive effect upon the degrees of freedom and emotional health of professionals, upon their beliefs and values about the profession itself, and upon their subsequent professional practice.

This course will use contemporary film and literature to raise levels of awareness about factors influencing teachers' decision making, via a vis examinations of critical incidents in teaching. Students who enroll will engage in film viewing, study of specific literature and focused group discussion, in order to examine more critically and become aware of personal decision-making in their own professional educational context.

Course Objectives:

1. To increase understanding of the various and complex factors involved in the decision-making process.
2. To increase awareness of factors influencing a teacher's decision making process.
3. To promote more critical awareness of personal decision making and the consequences of decisions made upon person-in-the-process.

Texts:

No texts will be required, readings will be distributed.

**IMPORTANT: Please note that a maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.**

**Education 488-4**  
**Special Topics: Designs for Learning - Kindergarten**

Fall, 1986  
Mondays, 4:30 - 8:20

Instructor: Beverly Esch  
Location: MPX 7610

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**OBJECTIVES:**

This course is designed to enable teachers to create an effective learning environment for the early years - specifically at the Kindergarten level in British Columbia. The emphasis will be on examining appropriate teaching strategies and organizing and creating a repertoire of teaching materials.

**COURSE TOPICS:**

- \* the philosophy of the Kindergarten movement
- \* an overview of the young learner (social-emotional, psychomotor, language intellectual and math, arts development)
- \* major goals and objectives of the Kindergarten curriculum guide
- \* planning a developmental Kindergarten programme - selecting, organizing and implementing instructional strategies, materials, and content
- \* the role of parents in the Kindergarten setting
- \* evaluation of the Kindergarten child

The course will include a broad range of experiences (lectures, workshops, seminars, discussion groups, etc.) organized in such a way as to model a student-centered approach.

**COURSE REQUIREMENTS:**

Attendance and participation in all parts of the program. Weekly readings, completion of major curriculum project, and completion of various selected assignments.

**PREREQUISITIES:** Education 401/402 or equivalent.

**REQUIRED TEXTBOOKS:**

Ministry of Education, Schools Department, Curriculum Development Branch.  
Kindergarten Curriculum Guide and Resource Book. Victoria, B.C. 1984.

Leeper, Dales, Skipper, Witherspoon. Good Schools for Young Children.  
MacMillan Publishing Co., Inc. (current edition)

**IMPORTANT:** Please note that a maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.



Education 488-4 Special Topics:  
Teaching Peace in the Classroom: Problems of  
Methods and Implementation

SUMMER SESSION, 1986  
Tuesday & Thursday, 8:30 - 12:20

INSTRUCTOR: S. Hargraves  
Location: MPX 9511

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Calendar Description:

Students will consider peace education as a problem of methods and implementation and will apply curriculum theory to the task of teaching peace in the classroom. Students will examine examples and case studies of peace education innovations drawn from Canadian and international contexts, and will develop a teachable curriculum unit in a form suitable for implementation.

Objectives:

- 1) Students will be able to define peace education as both content and structure of the curriculum with examples in recent history.
- 1a) Students will discuss peace education as a problem of curriculum development and implementation.
- 2) Students will identify the key stake holders and change agents in the peace education process.
- 3) Students will analyze the characteristics of the innovation and of the context for compatibilities and incompatibilities to the change.
- 4) Students will examine examples of recent peace education experiments to determine common factors lending to success or lack of same.
- 5) Students will be able to discuss the problem of bias and balance controversial materials.
- 6) Students will practice key peace-making skills in role-playing and real life situations.
- 7) Students will develop a curriculum unit around one of the themes in peace education.
- 8) Students will design a strategy for implementation of their unit within a specified educational context.

Required Reading:

Perspectives - A Teaching Guide to Concepts of Peace (1983)  
Educators for Social Responsibility, Cambridge, Mass.

EDUCATION 488-4  
SPECIAL TOPICS: DESIGNS FOR LEARNING: KINDERGARTEN

SUMMER SESSION, 1986

INSTRUCTOR: Beverly Esch

Wednesday and Friday, 1:00 - 4:50

LOCATION: MPX 9511

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OBJECTIVES:

This course is designed to enable teachers to create an effective learning environment for the early years - specifically at the Kindergarten level in British Columbia. The emphasis will be on examining appropriate teaching strategies and organizing and creating a repertoire of teaching materials.

COURSE TOPICS:

- \* the philosophy of the Kindergarten movement
- \* an over-view of the young learner (social-emotional), psychomotor, language intellectual and math, arts development)
- \* major goals and objectives of the Kindergarten curriculum guide
- \* planning a developmental Kindergarten programme - selecting, organizing and implementing instructional strategies, materials, and content
- \* the role of parents in the Kindergarten setting
- \* evaluation of the Kindergarten child

The course will include a broad range of experiences (lectures, workshops, seminars, discussion groups, etc.) organized in such a way as to model a student-centered approach.

COURSE REQUIREMENTS:

Attendance and participation in all parts of the program. Weekly readings, completion of major curriculum project, and completion of various selected assignments.

PREREQUISITES: Education 401/402 or equivalent.

REQUIRED TEXTBOOKS:

Ministry of Education, Schools Department, Curriculum Development Branch. Kindergarten Curriculum Guide and Resource Book  
Victoria, B.C. 1984

Leeper, Dales, Skipper, Witherspoon. Good Schools for Young Children MacMillan Publishing Co., Inc. (current edition)

IMPORTANT: Please note that a maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.

Education 488-4 Special Topics:  
Literacy: Its Origins, Consequences, and  
Educational Implications

INTERSESSION, 1986  
Monday & Wednesday, 5:30 - 9:30  
Location: MPX 7506

Instructor: Dr. S. deCastell  
Office: MPX 8545  
Phone: 291-3627

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Pre-requisites: 401/402 or equivalent, or 60 hours of credit.

Description:

This course focuses on the relationship between literacy and cognition with special reference to the central place of reading and writing in the school curriculum. We will explore two competing views of this relationship between literacy and cognition: on the one hand, the view represented by Walter Ong that "writing restructures consciousness", and on the other hand, the view represented by Shirley Heath that it is not literacy per se, but the particular functions and uses of literacy in any given social context that determine whether and to what extent literacy has significant effects upon cognitive development. This debate, labelled by one recent writer as "the great divide" controversy (Street, 1985) will be pursued in the course through the reading and discussion of two required texts: Ong's Orality and Literacy, which focuses on the origins and development of literacy, and Heath's Ways with Words, an ethnographic study of two lower working-class communities in the southern U.S., which proposes various ways in which teachers can and should approach literacy instruction as a means of promoting students' cognitive development.

Evaluation

Students will be asked to write a short essay on each text (25% each), to contribute actively to seminar discussions, and to submit a final essay (50%) on a topic of their own choosing relevant to course concerns. There will be no final exam for this course.

Required Texts:

Ong, Walter. Orality and Literacy: The Technologizing of the Word.

Heath, Shirley. Ways With Words: Language, Life and Work in Communities and Classrooms.



EDUCATION 488-4 (now 448)  
SPECIAL TOPICS: LAW IN THE CURRICULUM

Spring Semester  
January 7 - April 1/86  
Tuesdays, 4:30 - 8:20 p.m.

Instructor: Wanda Cassidy  
Phone: 291-4484/3395  
Location: On Campus

*"Just as we recognize that every student has a right to read, so we should recognize that every student has a right to be 'legally literate', to possess that minimum amount of information needed by citizens to understand how their legal system works and how it can work for them."*

(D. Schimmel)

Law-related topics, concepts and skills can be found in the elementary and secondary school curriculum in B.C. in subjects such as Language Arts, Social Studies, English, Consumer Education and, of course, Law 11. Teachers also teach legal concepts through the informal curriculum - the way classrooms are managed, conflict is resolved and student participation is sought.

Education 488-4, "Law in the Curriculum" is a methodology course. Its purpose is to provide teachers and prospective teachers with an overview of law's relationship and importance to the curriculum and to provide the opportunity for educators to examine and participate in a wide variety of strategies useful for teaching legal topics and concepts in the classroom. The course is suited to both elementary and secondary school teachers and those experienced and inexperienced in teaching law.

- Topics will include:
- 1) justification for teaching law in the schools
  - 2) law and the curriculum, formal and informal
  - 3) unit development in law
  - 4) basic skills of legal research
  - 5) classroom strategies such as: mock trials, simulations, case law method, debate, use of a-v, concept presentation
  - 6) community resources
  - 7) materials review and development
  - 8) evaluation in law-related education

The occasional field trip will also occur.

Requirements: Simulation and mock trial participation. Development of a short curriculum unit on law. A couple of short, written assignments related to class topics. Readings and attendance.

Materials: A source book of readings will be made available at a cost of \$20.00.

Eligibility: Educ. 401/2 or the equivalent of a first teaching practicum or permission from the instructor.

1986

EDUCATION 488-4 (INTERSESSION)  
SPECIAL TOPICS: DESIGNS FOR LEARNING KINDERGARTEN

INSTRUCTOR:

Pat Holborn, Program Coordinator, Faculty of Education  
Office: M.P.X. 8634 Telephone: 291-3395

TIMES AND LOCATION:

Mondays and Wednesdays, Intersession, 1:00 - 4:50 p.m.  
M.P.X. 7610

GOALS OF THE COURSE:

This course focuses on the characteristics and needs of kindergarten children, the nature of the kindergarten curriculum, and the role of the kindergarten teacher as a facilitator of growth toward all curriculum goals.

Students in this course will:

- a. understand the characteristics and needs of kindergarten children in relation to the total developmental perspective;
- b. understand the B.C. Kindergarten curriculum goals and be able to relate them to a personal philosophy of early childhood education;
- c. become familiar with the Kindergarten Curriculum Guide and Resource Book, and be able to use it effectively as a planning tool.
- d. increase their skills in the areas of planning, implementing and evaluating a program which meets the needs of young children in a kindergarten setting.

#### FORMAT:

This course will address both theories of child development and early childhood education, and the more practical, day-to-day aspects of kindergarten teaching. Therefore, each session will include a variety of learning activities. A high degree of participation will be expected.

Assignments will include readings, observations, and practice tasks. These assignments will be relatively short, and designed to provide students with an opportunity to apply some of the ideas discussed during a class session. Some assignments will be done during class time and then handed in to the instructor. Other assignments will be completed between sessions and handed in at the following class.

#### REQUIREMENTS:

- a. regular attendance and participation in all course activities;
- b. completion of all required readings (a reading list will be provided at the first session);
- c. satisfactory completion of all course assignments;
- d. satisfactory completion of a final, written self-evaluation, and participation in an evaluation conference with the instructor.

#### EVALUATION:

Students will be expected to meet each of the requirements above. Assignments will be given to the instructor for feedback as they are completed. Feedback will be anecdotal, and aimed at helping students to improve their understanding and skills. Grades will be determined on the basis of performance in each of the areas listed above, and demonstration of overall growth in understandings and skills. There will be no examination.

#### COURSE TEXT:

Kindergarten Guide and Resource Book. Victoria, B.C.: Ministry of Education, 1985. (available in the S.F.U. Bookstore).

SPECIAL TOPICS: DESIGNS FOR LEARNING: KINDERGARTEN

SPRING, 1986

Instructor: Beverly J. Esch

Mondays, 4:30 - 8:20

Location: MPX 7610

OBJECTIVES:

This course is designed to enable teachers to create an effective learning environment for the early years - specifically at the Kindergarten level in British Columbia. The emphasis will be on examining appropriate teaching strategies and organizing and creating a repertoire of teaching materials.

COURSE TOPICS:

- \* the philosophy of the Kindergarten movement
- \* an over-view of the young learner (social-emotional, psychomotor, language intellectual and math, arts development)
- \* major goals and objectives of the Kindergarten curriculum guide (B.C.)
- \* planning a developmental Kindergarten programme - selecting, organizing and implementing instructional strategies, materials, and content
- \* the role of parents in the Kindergarten setting
- \* evaluation of the Kindergarten child

The course will include a broad range of experiences (lectures, workshops, seminars, discussion groups, etc.) organized in such a way as to model a student-centered approach.

COURSE REQUIREMENTS:

Attendance and participation in all parts of the program. Weekly readings, completion of major curriculum project, and completion of various selected assignments.

PREREQUISITES:

Education 401/402 or equivalent.

REQUIRED TEXTBOOKS:

Ministry of Education, Schools Department, Curriculum Development Branch. Kindergarten Curriculum Guide and Resource Book Victoria, B.C. 1984

Leeper, Dales, Skipper, Witherspoon. Good Schools for Young Children MacMillan Publishing Co., Inc. (current edition)

IMPORTANT: Please note that a maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.



EDUCATION 488-4  
SPECIAL TOPICS: LAW IN THE CURRICULUM

Spring Semester  
January 7 - April 1/86  
Tuesdays, 4:30 - 8:20 p.m.

Instructor: Wanda Cassidy  
Phone: 291-4484/3395  
Location: On Campus

*"Just as we recognize that every student has a right to read, so we should recognize that every student has a right to be 'legally literate', to possess that minimum amount of information needed by citizens to understand how their legal system works and how it can work for them."*

(D. Schimmel)

Law-related topics, concepts and skills can be found in the elementary and secondary school curriculum in B.C. in subjects such as Language Arts, Social Studies, English, Consumer Education and, of course, Law 11. Teachers also teach legal concepts through the informal curriculum - the way classrooms are managed, conflict is resolved and student participation is sought.

Education 488-4, "Law in the Curriculum" is a methodology course. Its purpose is to provide teachers and prospective teachers with an overview of law's relationship and importance to the curriculum and to provide the opportunity for educators to examine and participate in a wide variety of strategies useful for teaching legal topics and concepts in the classroom. The course is suited to both elementary and secondary school teachers and those experienced and inexperienced in teaching law.

Topics will include:

- 1) justification for teaching law in the schools
- 2) law and the curriculum, formal and informal
- 3) unit development in law
- 4) basic skills of legal research
- 5) classroom strategies such as: mock trials, simulations, case law method, debate, use of a-v, concept presentation
- 6) community resources
- 7) materials review and development
- 8) evaluation in law-related education

The occasional field trip will also occur.

Requirements: Simulation and mock trial participation. Development of a short curriculum unit on law. A couple of short, written assignments related to class topics. Readings and attendance.

Materials: A source book of readings will be made available at a cost of \$20.00.

Eligibility: Educ. 401/2 or the equivalent of a first teaching practicum or permission from the instructor.



WHY WRITE? WRITING ACROSS THE CURRICULUM GRADES 4-12

FALL, 1985

INSTRUCTOR: Wendy Strachan

Thursdays, 4:30 - 8:20

LOCATION: MPX 7600

In recent years, the phrase "Writing across the Curriculum" has come to suggest a general focus on writing in school. In the context of this course, the phrase refers specifically to strategies for integrating writing into the teaching of all subjects. Current research in writing and learning is showing the important role that writing plays in individualizing learning, in helping students to understand their subject matter, and in stimulating them to think in creative and logical ways. In this course for teachers at the Grades 4-12 levels, we shall examine the nature of writing and plan teaching strategies that draw on those functions of writing.

The way the course is conducted presents a model for classroom organization and interaction which teachers can translate to their own settings. The format will encourage a workshop atmosphere and include small and large group work, lecture and video presentations, and general discussion. The illustrations and examples used in the course content will be selected to fit the needs and interests of the participants' particular grades or subject areas. Throughout the course, teachers will be asked to integrate what they are learning into their classroom practice and to reflect and report on the effects of their new approaches on their students.

The course will have a double focus: it will be about writing and about teaching writing. Teachers can expect to develop their own skill in writing as they learn ways to teach it more effectively.

Course Topics will include:

1. Creating a climate and organizing the classroom for writing.
2. Motivating students with purposeful writing assignments.
3. Using writing to assist learning in all subjects.
4. Strategies to develop creative thinking through and in writing.
5. Ways of responding to writing.
6. Identifying appropriate topics, materials, forms and audiences for writing.

Each class session will include:

1. Individual writing.
2. Demonstrations of effective method of teaching writing.
3. Small and whole group sharing of reflections on 'how the idea worked in my class'.
4. Lecture and general discussion based on assigned readings.

Requirements for Grade/Evaluation:

1. One-two page responses to four of the assigned readings.
2. Weekly commentary on implementation of a teaching strategy in teachers' class.
3. A plan for a series of 4 lessons which incorporate writing as an integral part of the teaching/learning process.
4. A process journal recording experiences and thoughts about writing and reflections on the implications for teaching.  
(Entries made during and outside of class).
5. A final position paper on the teaching of writing, 7-10 pages.

REQUIRED TEXTS:

1. Mayher, J.S., Lester, Nancy B., Pradl, Gordon M. Learning to Write/Writing to Learn Boynton/Cook, NJ 1984
2. Torbe, M., Medway, P., The Climate for Learning. Boynton/Cook, NJ 1983.
3. Handed out articles

SPECIAL TOPICS: MOVING INTO DANCE

SUMMER SESSION, 1985

Tuesday and Thursday  
8:30 - 12:30

INSTRUCTOR: PROF. E. WARRELL

LOCATION: MPX 7541

Prerequisite: 401/402

DESCRIPTION: An introduction to the teaching of dance in the Intermediate Grades

This course is intended to provide student teachers and classroom teachers with the theoretical knowledge and practical skills needed to develop a dance curriculum for grades 4-7.

Students will:

- examine Laban's analysis of movement, basic steps and dance vocabulary, relevant creative and folk dance literature, lesson planning and teaching strategies.
- consider the value of dance for both boys and girls as an integral part of the P.E. curriculum
- consider the problems of introducing dance to grades 4-7 with particular emphasis on selecting suitable dances for boys
- evaluate dances in terms of their contributions to the development of physical and motor fitness
- explore possibilities for integrating dance with classroom subjects.

Assignments

1. Students will complete all reading assignments as these, along with the content of each session will provide the basis for the quizzes. Each session will begin with a quiz. 40%
2. Students will select, modify and teach a folkdance. 15%
3. Students will plan a creative dance unit. 15%
4. Working in groups of four students will create a dance and perform it on the last day of classes. 15%
5. There will be in class assignments to develop practical skills. Attendance and participation will also count towards the final grade. 15%

Required Texts

1. Harris J.A. et al. Dance a While, Burgess Publishing Co. Minneapolis, Minnesota, 1977.
2. Preston-Dunlop, Valerie, A Handbook for Dance in Education MacDonald and Evans, Estover, Plymouth, PL6 7PZ, 1980, 2nd Ed.



EDUCATION 488-4  
SPECIAL TOPICS: LAW IN THE CURRICULUM

Summer Session  
July 3-August 7, 1985  
Mon. & Wed., 1:00-4:50 p.m.

Instructor: Wanda Cassidy  
Phone: 291-4484/3395  
Location: On Campus

*"Just as we recognize that every student has a right to read, so we should recognize that every student has a right to be 'legally literate', to possess that minimum amount of information needed by citizens to understand how their legal system works and how it can work for them."*

(D. Schimmel)

Law-related topics, concepts and skills can be found in the elementary and secondary school curriculum in B.C. in subjects such as Language Arts, Social Studies, English, Consumer Education and, of course, Law 11. Teachers also teach legal concepts through the informal curriculum - the way classrooms are managed, conflict is resolved and student participation is sought.

Education 488-4, "Law in the Curriculum" is a methodology course. Its purpose is to provide teachers and prospective teachers with an overview of law's relationship and importance to the curriculum and to provide the opportunity for educators to examine and participate in a wide variety of strategies useful for teaching legal topics and concepts in the classroom. The course is suited to both elementary and secondary school teachers and those experienced and inexperienced in teaching law.

- Topics will include:
- 1) justification for teaching law in the schools
  - 2) law and the curriculum, formal and informal
  - 3) unit development in law
  - 4) basic skills of legal research
  - 5) classroom strategies such as: mock trials, simulations, case law method, debate, use of a-v, concept presentation
  - 6) community resources
  - 7) materials review and development
  - 8) evaluation in law-related education

The occasional field trip will also occur and participants will have the opportunity to work with a group of school children.

Requirements: Simulation and mock trial participation. Development of a short curriculum unit on law. A couple of short, written assignments related to class topics. Readings and attendance.

Materials: A source book of readings will be made available at a cost of \$20.00.

Eligibility: Educ. 401/2 or the equivalent of a first teaching practicum or permission from the instructor.

Special Topics: Teaching a Heritage Language

Interession, 1985

Instructor: Dr. K. Toohey

Tuesday/Thursday 5:30 - 9:20

Phone: 291-4397

Location: On Campus

This course will be of interest to persons teaching languages other than English or French in "heritage language schools" or other settings. Some of the topics to be addressed are:

- the importance of heritage language teaching
- techniques for developing listening/speaking/writing/reading skills
- using creative drama, puppets, cooperation and games
- adapting/making materials
- developing lesson plans and units
- teaching students of various proficiency and age levels
- developing community-classroom ties

There will be no examinations in this class. Students will be evaluated on assignments:

1. original audio-visual and print materials for 2 weeks
2. two lesson plans
3. class presentation of a lesson
4. a "unit plan"

The class will be instructed in English, but students will complete their assignments in the language they teach (providing English translation).

Enrolment: the course will be largely conducted through small group discussion and cooperative effort, so it is required that for each language represented, at least two people must be registered. Enrolment for the first offering of this course will be limited to 20 people.

Textbooks:

Freudenstein, R. Teaching Foreign Languages to the Very Young. Oxford: Pergamon Press, 1979.

Maley, A. and A. Duff. Drama Techniques in Language Learning New Edition. Cambridge: Cambridge University Press, 1982.

Joiner, E.G. and P.B. Westphal. Developing Communication Skills. Rowley, Mass.: Newbury House, 1978.

For further information, contact the instructor.

EDUCATION 488-4

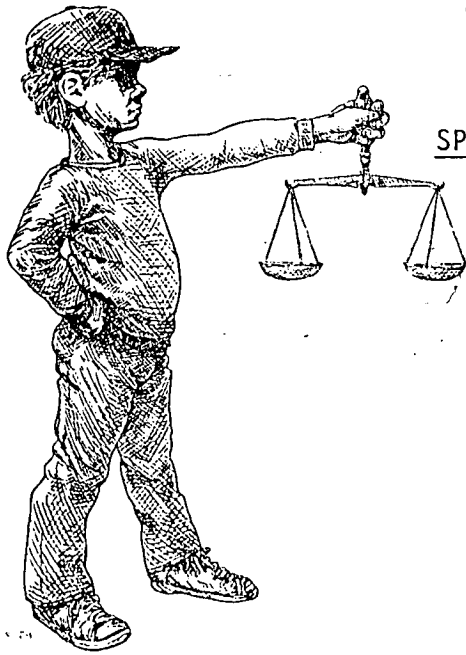
SPECIAL TOPICS: LAW IN THE CURRICULUM

SPRING, 1985  
Wednesdays  
4:30 - 8:20 p.m.

Instructor: Wanda Cassidy  
Phone: 291-4484  
Location: TO BE ANNOUNCED

"Just as we recognize that every student has a right to read, so we should recognize that every student has a right to be 'legally literate', to possess that minimum amount of information needed by citizens to understand how their legal system works and how it can work for them."

(D. Schimmel)



Research shows that teachers are just as interested in teaching law as students are in learning it. In B.C. schools, law is evident in the elementary school curriculum as well as in secondary courses, including Social Studies, English, Consumer Education, Law 11 and Business Education electives.

Education 488-4 is a methodology course. Its purpose is to provide teachers and prospective teachers with an overview of law's relationship and importance to the curriculum and to provide the opportunity for educators to examine and participate in a wide variety of strategies useful for teaching legal topics and concepts in the classroom. The course will be flexible so as to accommodate the needs of elementary and secondary school teachers and those experienced and inexperienced in teaching law.

- Topics will include:
- 1) justification for teaching law in the schools
  - 2) law and the curriculum, formal and informal
  - 3) unit development in law
  - 4) basic skills of legal research
  - 5) classroom strategies such as: mock trials, simulations, case law method, debate, use of a-v, concept presentation
  - 6) community resources
  - 7) materials review and development
  - 8) evaluation in law-related education

The occasional field trip will also occur.

Requirements: Short paper on justification for teaching law. Development of a short curriculum unit in law. Participation in group activities and presentations. Weekly readings and attendance.

Materials: A source book of readings will be made available at minimal cost.

Eligibility: Educ. 401/2 or the equivalent of a first teaching practicum or permission from the instructor.

Special Topics: Law in the Curriculum

Summer Session, 1984  
Tuesdays/Thursdays, 1:00 - 4:50 p.m.\*

Instr.: Wanda Cassidy  
Location: On Campus

(\*Please note that an error has been made in the pre-registration booklet showing the time as Tues./Thurs. evening, 5:30 - 9:20 p.m. Instead this evening time is for the other special topics Law Course 487: Law for the Classroom Teacher.)

Objectives - "(A) rising tide of interest in law has been rushing through Canadian schools . . ."  
(Kindred, Canadian Community Law Journal, 1979:20)

Research shows that teachers are just as interested in teaching law as students are in learning it. In B. C. schools law is evident in the elementary school curriculum as well as in secondary courses, including the required Social Studies and Consumer Education program and Law II Business Education electives.

Education 488-4 is a methodology course. Its purpose is to provide teachers and prospective teachers with the opportunity to examine and participate in a wide variety of strategies useful for teaching legal topics and concepts in the classroom. The course will be flexible so as to accommodate the needs of elementary and secondary school teachers and those experienced and inexperienced in teaching law.

Topics will include:

- 1) nature and importance of teaching law
- 2) law and the curriculum
- 3) unit development in law
- 4) basic skills of legal research
- 5) strategies such as: mock trials, simulations, case law method, problem solving, use of a-v
- 6) community resource support
- 7) materials review and development

There will be occasional field trips and at times registrants will work with an actual group of school children.

Requirements - Major assignment - development of a curriculum unit on a legal topic. Weekly readings and tasks. Although not required, students are encouraged to also enroll in Educ. 487-4 in order to gain a greater understanding of the law itself.

Materials - A source book of readings will be made available at minimal cost.

Eligibility - Educ. 401/2 or the equivalent of a first teaching practicum.

The Visual Arts, Imagery, And Education

Summer Session, 1984

Tuesdays, Thursdays, 1:00 - 4:50

Instructor: Dan Nadaner

Location: on campus

The Visual Arts, Imagery, and Education is a seminar course open to graduate students, and to a limited number of undergraduates, with the consent of the instructor. The course should be of interest to students interested in thinking processes associated with education, and with the role of imagery in new forms of classroom activities. No background in the visual arts is required.

The course reviews recent research on mental imagery, and explores the role of the image in education. Specific areas to be focused on included: imagery in writing, imagery in the visual arts, and imagery in social studies. Course requirements consist of readings and two 6 - 10 page papers, one concerned with theories of mental imagery and one with educational applications.

Outline of Class Sessions

1. Theories of Mental Imagery

- A. The debate: Do we think in images?  
And, if so, what are they like?
- B. Comparing evidence from several fields:  
The classics, the "old" psychology, psychoanalysis,  
art education, philosophy, and the "new"  
cognitive psychology.

2. Potentials for Imagery In Education

- A. The natural way to think: arguments from  
psychologists and educators.
- B. The natural way to write: Gabrielle Rico's  
Writing The Natural Way
- c. Guest lecture: imagery and other curriculum areas

3. Practical Projects: Imagery In the Arts and Social Studies

- A. The natural way to create in the visual arts.
  - 1. Looking at drawing as a record of perceptions.
  - 2. Looking at painting as a record of emotions.
  - 3. Imagery activities for the school.



B. Improving images of other cultures in the social studies.

1. Evidence from recent research in British Columbia
2. Obstacles to better imagery: stereotypes in the media and what the teacher can do about them
3. Learning to "map" the social world: the Steinberg system.

Course Requirements

1. Completion of required readings, and participation in discussions, is a basic requirement of the course.
2. The first six to ten page paper will compare the arguments of two theorists of mental imagery. The paper will compare and contrast their views on the nature and significance of mental imagery, and evaluate the respective strengths of their views. Due at middle of term.
3. The second six to ten page paper will deal with some aspect of the role of imagery in education. It is suggested that you analyze the ideas of one of the writers on imagery and education (for example, Egan, Abbs, Rico, Arnheim, Gordon, Eldridge, Nadaner) and develop a new type of learning experience that emerges from these ideas. All students will plan this paper in consultation with the instructor. Types of projects could include: dream poetry, analyzing heroes and sex-role stereotypes on T.V., painting and emotions, writing and autobiography, etc. Students may emphasize their own creative work in this paper if they are so inclined.

Bibliography

Note: Required readings for seminars are marked with an asterisk, and will be distributed in photocopy form, excepts for the Sommer and Block paperbacks (required texts).

Part I: Theories of Mental Imagery

- \* Arnheim, Rudolf. Visual Thinking
- \* Block, Ned. Imagery.  
Delaney, Gayle. Living Your Dreams.
- \* Gordon, Rosemary. A Very Private World. In P. Sheehan,  
Ed., The Function And Nature of Imagery.
- \* Hall, Calvin, S. What People Dream About. Scientific  
American. 184, May, 1951, 60 - 64.
- \* Hannay, Alistair. Mental Images: A Defence.  
Jung, Carl. Man And His Symbols.
- \* Kosslyn, Stephen. Image And Mind.  
Paivio, Alan. Imagery And Verbal Processes.  
Piaget, Jean. Mental Imagery In The Child.  
Read, Herbert. Education Through Art.  
Ryle, Gilbert. On Thinking.  
Samuels, Mike. Seeing with The Mind's Eye.
- \* Shepard, Roger. The Mental Image. American Psychologist.  
1978, 33, 125- 137.  
Sheikh, A.A. Imagery.
- \* Sommer, Robert: The Mind's Eye: Imagery In Everyday Life.

Part II: Potentials For Imagery In Education

- \* Abbs, Peter. Education And The Living Image:  
Reflections on Imagery, Fantasy, and The  
Art Of Recognition. Teachers College Record,  
82: 475 - 96, Spring, 1981.
- \* Egan, Kieran. Educational Development.
- \* Piaget, Jean. The Child's Conception Of The World.
- \* Rico, Gabriele. Writing The Natural Way.  
Richardson, Glenn E. Educational Imagery.  
Singer, Jerome. Imagination And Make-Believe Play  
In Early Childhood: Some Educational Implications.  
Journal Of Mental Imagery, 1977, 1, 127 - 144.

Part III: Practical Projects: Imagery In the Arts and Social Studies

- \* B.C. Secondary Art Curriculum
- \* Eldridge, Arthur. Images of Conflict.  
Gordon, Rosemary. An Investigation Into Some of the Factors that Favour  
The Formation of Stereotyped Images. British Journal of Psychology,  
39, (3), 156 - 187.
- \* Langer, Suzanne. Problems of Art.  
Lansing, Kenneth. The Effect of Drawing on the Development of Mental  
Representations. Studies In Art Education, 22, 3, 15 - 23, 1981.
- \* Nadaner, Dan A Matter Of Life and Death. Vanguard, December, 1983.
- \* Nadaner, Dan. On Art And Social Understanding: Lessons From Alfred Schutz.  
Journal of Multi-Cultural And Cross-Cultural Issues In Art  
Education, 1 (1), Fall, 1983.  
Schiff, Stephen. The Will to Beauty. Vanity Fair, 47 (1), Jan., 1984.
- \* Sontag, Susan. On Photography.
- \* Steinberg, Saul. The Inspector.

Required Texts

- Block, Ned. Imagery.  
Sommer, Robert. The Mind's Eye: Imagery In Everyday Life.

EDUCATION 488-4

SPECIAL TOPICS: DESIGNS FOR LEARNING: KINDERGARTEN

SUMMER SESSION, 1984

INSTRUCTOR: D. Melanie Zola

MONDAY/WEDNESDAY, 5:30 - 9:20

LOCATION: Campus

COURSE DESCRIPTION

The course will introduce you to a survey of principles and practices of school programs for the early years - specifically at the Kindergarten and Year One levels in British Columbia.

The course will focus on such topics as:

- selected aspects of child growth and development as they relate to, and hold implication for, school programs in the initial years;
- goals and objectives of a Kindergarten/Year One program;
- creating learning environments and selecting, organizing, and implementing instructional strategies, materials and content;
- appraising pupil learning, assessing teaching performance, and evaluating educational programs.

The course will comprise of a broad range of experiences (lectures, workshops, seminars, discussion groups, etc.) organized in such a way as to model a student-centered approach and to maximize individualization of learning.

COURSE REQUIREMENTS

Attendance and participation in all parts of the program.

Completion of readings, completion of major curriculum project, and completion of various follow-up assignments.

Demonstration of competency in fulfilment of selected assignments.

TEXT: No required text.

A variety of recommended readings and resources.

Education 488-4 Designs for Learning: Teaching  
Native Languages

FALL, 1983

Instructor: K. Toohey

Location: Prince Rupert

Description:

This course is focussed upon curriculum development and teaching methodology for teaching one of British Columbia's Native Languages. Participants will survey the disciplinary bases of current approaches to language teaching, will create and evaluate curricular plans and materials, and practise various teaching techniques.

Topics:

1. Approaches to language teaching.
2. Goals for language education programs.
3. Teaching pronunciation; teaching grammar
4. Curriculum development in Native language programs.
5. Materials development

Requirements:

1. Annotated bibliography of resources.
2. Unit plan.
3. Presentation of lesson from unit plan.
4. On-going participation in workshop activities; mini-assignments, mini-presentations.

Reading:

To be supplied.

EDUC. 488-4 MODELS OF THE CONTEMPORARY ARTS IN EDUCATION

Summer Session, 1983

Instructor: Dr. Dan Nadaner

Wednesday and Friday, 8:30 - 12:20

LOCATION: on campus

This course addresses the contemporary arts of painting, video, film, and photography, and their place in education. This course should be of interest to teachers and art students who are interested in exploring new frontiers in art education. The course will examine the values that underlie the contemporary arts, and the potential relationships between these artistic values and education. The course will review leading ideas in the field of contemporary arts education, emphasizing theories of social and cultural value. The course will involve students in an educational project related to an art form of their choice.

Outline Of Topics

1) Introduction: What is art education?

A critique of conventional practice in school art.

A survey of potential educational values in the contemporary arts.

2) New models of the arts in education.

A. Art as cultural symbol: insights from anthropology.

B. Art as social inquiry: insights from film criticism.

C. Art as self-aware understanding: insights from philosophy.

3) Case studies of educational value in the contemporary visual arts.

What is being done with the contemporary arts in exemplary school programs; and what could be done.

4) Educational implications.

Discussion and written work on potential developments of the contemporary arts in school programs.

Student-designed educational projects.

Readings (on reserve in the Library)

Laura Chapman. Instant Art, Instant Culture: The Unwritten Art Program of The Schools.

Edmund Feldman. Becoming Human Through Art.

Hans Giffhorn. "Ideologies of Art Education." Studies In Art Education.

Vincent Lanier. The Arts We See.

Susan Sontag. On Photography.

Education 488-4:

THINKING WITH IMAGES:  
THE VISUAL ARTS IN EDUCATION

SUMMER SESSION 1982  
Tuesday and Friday, 1-4:50

Instructor: Dr. Dan Nadaner  
Location: On campus

Thinking With Images, as part of the SITE program on artistic thinking, explores the role of visual images in education. We will examine several points of view on the nature of visual imagery; we will see how the visual images of daily experience, dreams, and the imagination are developed in the visual arts; and we will identify the roles that artistic images can play throughout the school curriculum. The course format will combine discussions with hands-on exercises in working with visual images. No prior experience in making art is required for these exercises.

Outline of Topics

- 1) The Nature of Mental Imagery.
  - Discovering our personal imagery.
  - Research on children's imagery.
- 2) Developing Imagery Through Drawing.
  - Details, points of view, and the big picture.
  - The image as metaphor: Political cartoons,  
philosophical cartoons.
- 3) The Imagery of Painting.
  - Painting and dream imagery.
  - Painting and the structure of feeling.
- 4) Communicating Imagery Through Film.
  - Representing the flow of imagery.
  - Stereotyping vs. authenticity.
- 5) Educational Implications: Art At The Core Of The Curriculum.
  - Imagery in science and environmental studies.
  - Imagery in reading and writing.
  - Imagery in social studies.
  - Imagery in multi-cultural education.

Course Requirements

Participation in discussion and activities, and completion of assigned readings, is the basic work of the course. Specific requirements are:

- 1) A paper of no more than six pages. This paper should discuss an aspect of visual imagery that is of special interest to the student, using course readings as references; and
- 2) A proposed project for the school curriculum, which would involve collecting, creating, or criticizing visual images.

(readings on reverse)

## Required Reading

Robert McKim. Experiences in Visual Thinking. Monterey, Calif.: Brooks/Cole Publishing Co., 1980.

## Reserve Reading

Course readings will be selected from the following works, on two-hour reserve in the library.

Arnheim, Rudolf. Visual Thinking.

Atkin, C.K. The Effects of Television Advertising On Children. Final report submitted to The Office Of Child Development. Washington, D.C.: Department of Health, Education and Welfare, 1975.

Eisner, Elliot. "Reading And The Creation Of Meaning." In M. Douglass, Ed., Claremont Reading Conference, 49th Yearbook.

Gordon, Rosemary. "A Very Private World". In The Function and Nature Of Imagery. N.Y.: Academic Press, 1972.

Iser, Wolfgang. The Act Of Reading.

Jung, Carl. Man And His Symbols.

Kepes, Gyorgy. Module, Proportion, Rhythm, Symmetry.

Langer, Suzanne. Problems of Art.

McKim, Robert. Experiences In Visual Thinking.

Mendelowitz, Daniel. Drawing.

Nadaner, Dan. "Art And Cultural Understanding". Art Education July, 1981.

Nadaner, Dan. "Representing Perceptions On Film" (professor's xerox copy).

Nadaner, Dan. "From 'They' To 'We': Understanding Others Through Art" (professor's xerox copy).

Nisbit, Robert. Sociology As An Art Form.

Pavey, Don. Art-Based Games.

Pressley, M. "Imagery And Children's Learning: Putting The Picture In Developmental Perspective." Review of Educational Research, 1977, 47, 585-622.

Shepard, Roger. "The Mental Image." American Psychologist. 1978a, 33, 125-137.

Steinberg, Saul. The Inspector.

Wilson, Brent. "An Iconoclastic View of The Imagery Sources In The Drawings of Young People". Art Education. 1977, 30, pp. 5-11.



SFU. ED C. 488-4

82-2 SS.

ED D 411B U.VIC

Problems in Attention and Behavior

Dr. Duane Rubadeau  
Office: VAN 2-212  
Phone: Office: 562-2131 x323  
Home: 563-3875  
Office Hrs: Mon.-Thurs. 6-7 p.m.  
Class Time: Thurs. 7-10 p.m. VAN 2-243

Prince George

I. Course Content:

This course is intended for people who want to learn about the assessment and intervention techniques for working with children presenting mild-to-moderate problems of attention or behavioral adjustment. Objectives and methods of working with children having these difficulties, including school-based and non-school based therapeutic alternatives, will be reviewed and evaluated as to their effectiveness.

II. Format:

This course is organized around a learn/practice method. The first term of the course will focus on the diagnostic, screening, and intervention models and procedures currently used with children having problems of attention or behavioral adjustment.

The second term will concentrate on implementation of programs and teaching techniques to deal with a child's special needs. I plan to focus on an approach useful to classroom-based or program-based personnel as the key change agents. In addition, parents are seen as the significant others crucial for the maintenance of any changes attained in the school/program settings in which the children participate.

III. Texts:

1. Blackham, G., & Silberman, A. Modification of Child and Adolescent Behavior. (3rd ed.). Wadsworth, 1980.
2. Blankenship, C., & Lilly, M.S. Mainstreaming Students with Learning and Behavior Problems. Holt, Rinehart, Winston, 1981.

IV. Topical Outline:

A. Term I:

1. Exam 1:

Definitions, Prevalence, Classification Factors  
Theoretical Views: Behavioral, Psychoeducational, and Ecological Models.

Lecture Notes and B & L Chapters 1-3, and B & S Chapters 1-3.

2. Exam 2:

Managing Behavior  
Measurement of Behavioral Change

Lecture Notes and B & L Chapters 4-8, and B & S Chapters 4 & 5.

3. Completion of Four (4) Observations and Reports:

- 1) General Work Behaviors of a Designated Subject.
- 2) Observation Procedure
- 3) Observation Procedure
- 4) Report on Home-School Communication

B. Term II:

1. Exam 3:

Behavioral Curriculum Interventions

Lecture Notes and B & L Chapters 9 & 10, and B & S Chapters 6-8.

2. Exam 4:

A Social Learning Intervention Program  
The Developmental Therapy Orientation  
The Role of Parents in Special Education

Lecture Notes and B & S Chapters 9 & 10.

3. Major Report:

Design and implementation of a workable overall strategy for reduction of deviant behaviors.

V. Student Evaluation:

"C" grade:	[ Completion of 4 observations & reports. Completion of major report. Pass 4 examinations at the "C" level.
"B" grade:	[ Completion of 4 observations & reports. Completion of major report. Pass 4 examinations at the "B" level.
"A"	[ Completion of 4 observations & reports. Completion of major report. Pass 4 examinations at the "A" level.

VI. Course Objectives:

From the combination of textbook, lecture and applied situations, the student will be able to:

1. Collect and organize information from classroom observation, analysis of work samples, previous test results, student records, etc., in order to prepare an I.E.P.
2. Identify appropriate instructional activities for students with behavior problems and to identify when to modify those activities.
3. Identify and modify, if necessary, appropriate measurement procedures in order to determine the needs of the student with behavior problems.
4. State and employ a behavioral decision-making model when working with students with behavior problems.
5. State some typical ways in which behavior problem students will act in specific situations and identify some strategies to intervene with this student.
6. Identify sources of information on behavior problems outside of those presented in ED D 411B.

VII. Bibliography:

Hammill, D., & Bartel, N. Teaching Children With Learning And Behavior Problems. Allyn & Bacon, 1978.

Long, N., Morse, W., & Newman, R. Conflict In The Classroom (4th ed.). Wadsworth, 1980.

Millman, H., Schaefer, C., & Cohen, J. Therapies For School Behavior Problems. Jossey-Bass, 1980.

Newcomer, P. L. Understanding And Teaching Emotionally Disturbed Children. Allyn & Bacon, 1980.

Ross, A. Psychological Disorders Of Children. McGraw-Hill, 1980.

Smith, J., & Smith, D. Child Management. Research Press, 1976.

Wallace, G., & Kauffman, J. Teaching Children With Learning Problems. (2nd ed.). Merrill, 1978.

VIII. Journals:

There are many journals that contain suggestions, hints, research reviews, and other useful information about children with problems of attention and behavior. You may want to join the Council for Exceptional Children. By doing so, you will receive ongoing news about exceptional children. It would be especially helpful to add the special interest group (CCBD) which focuses on "behaviorial disorders."

Academic Therapy  
American Journal of Art Therapy  
American Journal of Mental Deficiency  
B.C. Journal of Special Education  
Clearinghouse  
Exceptional Children\*  
Focus on Exceptional Children  
Journal of Applied Behavior Analysis  
Journal of Autism and Developmental Disorders  
Journal Child Psychology & Psychiatry  
Journal of Learning Disabilities  
Journal of Music Therapy  
Journal of Research and Crime and Delinquency  
Journal of School Psychology  
Journal of Special Education  
Special Education In Canada\*  
Teaching Exceptional Children\*

\*These journals come with membership in C.E.C., plus, you receive Update, a monthly newsletter. Please think seriously about joining C.E.C. It is a good way to keep up with the developments in Special Education.

\*\*\*\*\*

Problems in Attention and Behavior

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I. Course Content:

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II. Format:

This course is organized around a learn/practice method. The first term of the course will focus on the diagnostic, screening, and intervention models and procedures currently used with children having problems of attention or behavioral adjustment.

The second term will concentrate on implementation of programs and teaching techniques to deal with a child's special needs. I plan to focus on an approach useful to classroom-based or program-based personnel as the key change agents. In addition, parents are seen as the significant others crucial for the maintenance of any changes attained in the school/program settings in which the children participate.

III. Texts:

1. Blackham, G., & Silberman, A. Modification of Child and Adolescent Behavior. (3rd ed.). Wadsworth, 1980.
2. Blankenship, C., & Lilly, M.S. Mainstreaming Students with Learning and Behavior Problems. Holt, Rinehart, Winston, 1981.

IV. Topical Outline:

A. Term I:

1. Exam 1:

Definitions, Prevalence, Classification Factors  
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Lecture Notes and B & L Chapters 1-3, and B & S Chapters 1-3.

2. Exam 2:

Managing Behavior  
Measurement of Behavioral Change

Lecture Notes and B & L Chapters 4-8, and B & S Chapters 4 & 5.

3. Completion of Four (4) Observations and Reports:

- 1) General Work Behaviors of a Designated Subject.
- 2) Observation Procedure
- 3) Observation Procedure
- 4) Report on Home-School Communication

B. Term II:

1. Exam 3:

Behavioral Curriculum Interventions

Lecture Notes and B & L Chapters 9 & 10, and B & S Chapters 6-8.

2. Exam 4:

A Social Learning Intervention Program  
The Developmental Therapy Orientation  
The Role of Parents in Special Education

Lecture Notes and B & S Chapters 9 & 10.

3. Major Report:

Design and implementation of a workable overall strategy for reduction of deviant behaviors.

V. Student Evaluation:

"C" grade: [Completion of 4 observations & reports.  
Completion of major report.  
Pass 4 examinations at the "C" level.

"B" grade: [Completion of 4 observations & reports.  
Completion of major report.  
Pass 4 examinations at the "B" level.

"A" [Completion of 4 observations & reports.  
Completion of major report.  
Pass 4 examinations at the "A" level.

VI. Course Objectives:

From the combination of textbook, lecture and applied situations, the student will be able to:

1. Collect and organize information from classroom observation, analysis of work samples, previous test results, student records, etc., in order to prepare an I.E.P.
2. Identify appropriate instructional activities for students with behavior problems and to identify when to modify those activities.
3. Identify and modify, if necessary, appropriate measurement procedures in order to determine the needs of the student with behavior problems.
4. State and employ a behavioral decision-making model when working with students with behavior problems.
5. State some typical ways in which behavior problem students will act in specific situations and identify some strategies to intervene with this student.
6. Identify sources of information on behavior problems outside of those presented in ED D 411B.

VII. Bibliography:

Hammill, D., & Bartel, N. Teaching Children With Learning And Behavior Problems. Allyn & Bacon, 1978.

Long, N., Morse, W., & Newman, R. Conflict In The Classroom (4th ed.). Wadsworth, 1980.

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Newcomer, P. L. Understanding And Teaching Emotionally Disturbed Children. Allyn & Bacon, 1980.

Ross, A. Psychological Disorders Of Children. McGraw-Hill, 1980.

Smith, J., & Smith, D. Child Management. Research Press, 1976.

Wallace, G., & Kauffman, J. Teaching Children With Learning Problems. (2nd ed.). Merrill, 1978.

VIII. Journals:

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Academic Therapy  
American Journal of Art Therapy  
American Journal of Mental Deficiency  
B.C. Journal of Special Education  
Clearinghouse  
Exceptional Children\*  
Focus on Exceptional Children  
Journal of Applied Behavior Analysis  
Journal of Autism and Developmental Disorders  
Journal Child Psychology & Psychiatry  
Journal of Learning Disabilities  
Journal of Music Therapy  
Journal of Research and Crime and Delinquency  
Journal of School Psychology  
Journal of Special Education  
Special Education In Canada\*  
Teaching Exceptional Children\*

\*These journals come with membership in C.E.C., plus, you receive Update, a monthly newsletter. Please think seriously about joining C.E.C. It is a good way to keep up with the developments in Special Education.

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Vos. <sup>9th is the</sup> Same as this year's course  
Jta

Education 488-4: THINKING WITH IMAGES:  
THE VISUAL ARTS IN EDUCATION

SUMMER SESSION 1982  
Tuesday and Friday, 1-4:50

Instructor: Dr. Dan Naderer  
Location: On campus

Thinking With Images, as part of the SITE program on artistic thinking, explores the role of visual images in education. We will examine several points of view on the nature of visual imagery; we will see how the visual images of daily experience, dreams, and the imagination are developed in the visual arts; and we will identify the roles that artistic images can play throughout the school curriculum. The course format will combine discussions with hands-on exercises in working with visual images. No prior experience in making art is required for these exercises.

Outline of Topics

- 1) The Nature of Mental Imagery.  
Discovering our personal imagery.  
Research on children's imagery.
- 2) Developing Imagery Through Drawing.  
Details, points of view, and the big picture.  
The image as metaphor: Political cartoons,  
philosophical cartoons.
- 3) The Imagery of Painting.  
Painting and dream imagery.  
Painting and the structure of feeling.
- 4) Communicating Imagery Through Film.  
Representing the flow of imagery.  
Stereotyping vs. authenticity.
- 5) Educational Implications: Art At The Core Of The Curriculum.  
Imagery in science and environmental studies.  
Imagery in reading and writing.  
Imagery in social studies.  
Imagery in multi-cultural education.

Course Requirements

Participation in discussion and activities, and completion of assigned readings, is the basic work of the course. Specific requirements are:

- 1) A paper of no more than six pages. This paper should discuss an aspect of visual imagery that is of special interest to the student, using course readings as references; and
- 2) A proposed project for the school curriculum, which would involve collecting, creating, or criticizing visual images.

(readings on reverse)

## Required Reading

Robert Mckim Experiences in Visual Thinking. Monterey, Calif.:  
Brooks/Cole Publishing Co., 1980.

## Reserve Reading

Course readings will be selected from the following works, on  
two-hour reserve in the library.

Arnheim, Rudolf. Visual Thinking.

Atkin, C.K. The Effects of Television Advertising On Children.  
Final report submitted to The Office Of Child Development.  
Washington, D.C.: Department of Health, Education and Welfare, 1975.

Eisner, Elliot. "Reading And The Creation Of Meaning." In M. Douglass,  
Ed., Claremont Reading Conference, 49th Yearbook.

Gordon, Rosemary. "A Very Private World". In The Function and Nature  
Of Imagery. N.Y.: Academic Press, 1972.

Iser, Wolfgang. The Act Of Reading.

Jung, Carl. Man And His Symbols.

Kepes, Gyorgy. Module, Proportion, Rhythm, Symmetry.

Langer, Suzanne. Problems of Art.

McKim, Robert. Experiences In Visual Thinking.

Mendelowitz, Daniel. Drawing.

Nadaner, Dan. "Art And Cultural Understanding". Art Education  
July, 1981.

Nadaner, Dan. "Representing Perceptions On Film" (professor's  
xerox copy).

Nadaner, Dan. "From 'They' To 'We': Understanding Others Through Art"  
(professor's xerox copy).

Nisbit, Robert. Sociology As An Art Form.

Pavey, Don. Art-Based Games.

Pressley, M. "Imagery And Children's Learning: Putting The Picture  
In Developmental Perspective." Review of Educational Research,  
1977, 47, 585-622.

Shepard, Roger. "The Mental Image." American Psychologist. 1978a, 33, 125-137.

Steinberg, Saul. The Inspector.

Wilson, Brent. "An Iconoclastic View of The Imagery Sources In The  
Drawings of Young People". Art Education. 1977, 30, pp. 5-11.