

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: L. Salter
Chair, SCAP

Subject: Faculty of Education -
Curriculum Revision
SCAP 89-64, SCAP 89-65
SCAP 89-66

Date: November 16, 1989

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

Motion:

"that Senate approve and recommend approval to the Board of Governors as set forth in S.90-17 , the proposed

New courses	EDUC 832 - 5	Teaching Composition: Research and Practice
	EDUC 865 - 5	Advanced Topics in Educational Data Analysis
	EDUC 970 - 5	Systems and Paradigms in Instructional Psychology

and

curriculum changes to the Instructional Psychology Program in the Faculty of Education"

New Graduate Course Proposal Form

Form GS.8

1 CALENDAR INFORMATION:

EDUC 832-5

Department: Education Course Number: [Signature]

Title: Teaching Composition: Research and Practice

Description: This course leads students to understand, examine, and evaluate research and practice in the teaching of English Composition, stressing a writing process and the integration of literature and language study.

Credit Hours: 5 Vector: 2-2-1 Prerequisite(s) if any:

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: 1990

How often will the course be offered: Once per year

3. JUSTIFICATION:

This course is designed to meet the needs of those students who require a background in writing process to complete their thesis and to study curriculum development in Elementary and Secondary English at the graduate level. This course has been successfully taught three times as a Special Topics course.

4. RESOURCES:

Which Faculty member will normally teach the course: Carolyn Mamchur

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course b) An indication of the competence of the Faculty member to give the course c) Library resources

Approved: Departmental Graduate Studies Committee: Date

Faculty Graduate Studies Committee: [Signature] Date

Faculty: [Signature] Date

Senate Graduate Studies Committee: Date

Senate: Date

TEACHING COMPOSITION: RESEARCH AND PRACTICE

Objectives

Students will be able to:

1. interpret and evaluate the theory and research in the teaching of composition;
2. critically appraise the historical movements of the last forty years in the area of the teaching of English literature and composition;
3. demonstrate awareness of writing process techniques and ability to practice them in their own writing;
4. develop curriculum in English composition using the latest research findings;
5. integrate the teaching of literature and writing processes.

Outline of the Course:

1. Historical Perspective
 - A. Culture, Mythology, Science, Language
 - B. Research Movements from 1920-1988.
2. Pre-Writing
 - A. Research Review
 - B. Thought Processes
 - i. disciplined, reflective
 - ii. intuitive, spontaneous
 - C. Practice
 - i. imaging
 - ii. clustering
 - iii. free writing
 - iv. researching
 - v. observing
 - vi. recording
 - vii. focussing
3. Genres
 - A. Personal/Creative
 - B. Expository/Persuasive
 - C. Academic
 - D. Transference

4. Writing Process Strategies
 - A. Voice
 - B. Logic
 - C. Form
 - D. Substance

5. Revision and Evaluation
 - A. Research Review
 - B. Attitude/Self-Concept
 - C. Autonomy/Mastery
 - D. Seven Stages of Writing Process Redefined
 - i. choosing a topic
 - ii. audience
 - iii. selecting specifics
 - iv. writing with clarity
 - v. writing with style
 - vi. revision/editing
 - vii. publishing
 - E. Grading Versus Evaluation
 - F. Standardization
 - G. Unloading the Paper Load

6. Curriculum
 - A. Prose Models
 - B. Learning from Writers
 - C. Literature and Language Integrated
 - D. Relevancy
 - E. Reading as a Writer

TEXTBOOKS AND READINGS: Available Upon Request from the Secretary of Senate

Competency of Faculty Member:

Dr. C. Mamchur has an Ed.D. from the University of Florida. She is an Assistant Professor in the Faculty of Education at S.F.U. with research interests in: secondary education; writing process; teacher education; individual differences; curriculum development.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

FE 89-14

Calendar Information:

Department: FACULTY OF EDUCATION

Course Number: Educ. 865

Title: Advanced Topics in Educational Data Analysis

Description: Advanced methods for analyzing multivariate data in educational research; concepts which underlie methods; frailties in methods and means for identifying them in analyses; using mainframe and microcomputer programs and interpreting output from them. Illustrations from educational research are used throughout.

Credit Hours: 5 Vector: 2-3-0 Prerequisite(s) if any: Educ 864 & an educational statistics course or their equivalents

Enrollment and Scheduling:

Estimated Enrollment: 10 When will the course first be offered: 1990-3

How often will the course be offered: once every 6 semesters.

Justification:

As educational researchers extend paradigms to model complex contexts in which teaching and learning occur, increasingly complex methods for analyzing data are adopted. Properly analyzing such data entails a thorough understanding of the interplay between statistical matters and substantive issues in educational theory. This course addresses this interplay by drawing jointly on (1) standard texts and journal articles (e.g., from *Psychological Bulletin* and *Journal of Educational Statistics*) about advanced statistical methods plus (2) journal articles reporting research that applies complex analytic methods (e.g., from *Journal of Educational Psychology*, *American Educational Research Journal*).

From time to time, graduate students ask me to offer a course like this and I have accommodated twice: once (1978) with a special topics course and once (1986) with a non-credit study group. The alternatives have been to send students to UBC's Faculty of Education or to other departments at SFU. The latter choice is less desirable because advanced analysis is best considered within the theoretical and empirical domains where the researcher works. Also, our Ph.D. students, recognizing the need to study advanced techniques for analyzing data, are demanding a course in this area.

Resources:

Which Faculty member will normally teach the course: Dr. Philip H. Winne

What are the budgetary implications of mounting the course: This course will be taught by Dr. Winne in a biennial rotation with EDUC 970. A small amount of money will be required from time to time to purchase software.

Are there sufficient Library resources (append details): Current holdings of monographs and serials are adequate

- Appended: a) Outline of the course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approved:

Departmental Graduate Studies Committee: <u>[Signature]</u>	Date: <u>13/7/89</u>
Faculty Graduate Studies Committee: <u>[Signature]</u>	Date: <u>23/7/89</u>
Faculty: <u>[Signature]</u>	Date: <u>2/8/89</u>
Senate Graduate Studies Committee: <u>[Signature]</u>	Date: <u>31 Oct/89</u>
Senate: _____	Date: _____

GS 18/1/71

CALENDAR INFORMATION

Department: Education

Course Number: 865

Title: Advanced Topics in Educational Data Analysis

Description: Advanced methods for analyzing multivariate data in educational research; concepts which underlie methods; frailties in methods and means for identifying them in analyses; using mainframe and microcomputer programs and interpreting output from them. Illustrations from educational research are used throughout.

Credit Hours: 5

Vector: 2-3-0

Prerequisite:

Educ 864 and an educational statistics course or their equivalents

ENROLLMENT AND SCHEDULING

Estimated enrollment: 10

When will course first be offered: 90-3

How often will the course be offered: once every 6 semesters

JUSTIFICATION

As educational researchers extend paradigms to model complex contexts in which teaching and learning occur, increasingly complex methods for analyzing data are adopted. Properly analyzing such data entails a thorough understanding of the interplay between statistical matters and substantive issues in educational theory. This course addresses this interplay by drawing jointly on (1) standard texts and journal articles (e.g., from *Psychological Bulletin* and *Journal of Educational Statistics*) about advanced statistical methods plus (2) journal articles reporting research that applies complex analytic methods (e.g., from *Journal of Educational Psychology*, *American Educational Research Journal*).

From time to time, graduate students ask me to offer a course like this and I have accommodated twice: once (1978) with a special topics course and once (1986) with a non-credit study group. The alternatives have been to send students to UBC's Faculty of Education or to other departments at SFU. The latter choice is less desirable because advanced analysis is best considered within the theoretical and empirical domains where the researcher works. Also, our Ph.D. students, recognizing the need to study advanced techniques for analyzing data, are demanding a course in this area.

RESOURCES

Faculty who will normally teach this course: Winne

Budgetary implications: This course will be taught by Winne in a biennial rotation with EDUC 970. A small amount of money will be required from time to time to purchase software.

Library resources: Current holdings of monographs and serials are adequate.

EDUC 865 -Advanced Topics in Educational Data Analysis

Recap of Fundamentals

- The Balance of Validity and Quantitative Issues in Measurements and Scales
- The Heterogeneous Classroom: Distributions of Scores
- The Case of Diagnosing Special Learners: Inferencing and Errors
- Aptitude-Treatment Interactions in Learning Viewed as General Linear Models
- Notational Issues for Advanced Analytic Procedures

Controlling Variance

- Measurement Approaches
- Design Approaches
- Statistical Approaches

Reducing Dimensionality in Data

- How Many Parts Does Self-Concept Have? Principal Components Analysis
- Revealing Cognitive Structures of Science Knowledge. Multidimensional Scaling
- Exploring for Types of Readers with Cluster Analysis

Identifying and Weighting Variables Associated with an Outcome

- Is Your Salary on Target? Multiple Regression Models
- How Many Achievements Does a Learning Strategy Influence? MANOVA
- Are There Really Groups Called LD and Average? Discriminant Functions
- Canonical Correlation Models

Causal Models

- Longitudinal Studies of Academic Growth using Path Analysis Models
- Modeling How Students' Goals Influence Classroom Interactions with LISREL

Competency of Faculty Member

Philip H. Winne holds a Ph.D. from Stanford University. He has a background in instructional psychology with specific interest in the areas of: research on teaching and research methodology. Dr. Winne is a Professor in the Faculty of Education at Simon Fraser University.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: FACULTY OF EDUCATION

Course Number: Educ. 970

Title: Systems and Paradigms in Instructional Psychology

Description: A survey of major 20th century systems and paradigms that underlie research and theories in instructional psychology; addresses learning, cognition, motivation, methods of inquiry, and other cornerstones of the field.

Credit Hours: 5 Vector: 2-3-0 Prerequisite(s) if any: one of EDUC 826, 829, 870, or equivalent graduate course

Enrollment and Scheduling:

Estimated Enrollment: 10 When will the course first be offered: 1990-3

How often will the course be offered: once every 6 semesters.

Justification:

The Ph.D. program in Instructional Psychology requires students to take a course taught by philosophers of education that surveys systems and theories of education writ large. EDUC 970 will complement this requirement for breadth with depth. EDUC 970 focuses on systems and paradigms specifically associated with the field of instructional psychology. Together, the two courses provide solid ground for conceptual analysis of the field's central concepts and methods.

Resources:

Which Faculty member will normally teach the course: Dr. Philip H. Winne

What are the budgetary implications of mounting the course: None. EDUC 970-5 will be taught biennially, rotating annually with EDUC 865 taught by Winne.

Are there sufficient Library resources (append details): Current holdings of monographs and serials are adequate. Normal procedures for acquiring new monographs will provide appropriate updates to the present collection. Current serials are sufficient, but subscription to one or two new journals (e.g., Educational Psychologist) would be highly desirable.

- Appended:
- a) Outline of the course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources

Approved:

Departmental Graduate Studies Committee:	<u>[Signature]</u>	Date:	<u>13/7/89</u>
Faculty Graduate Studies Committee:	<u>[Signature]</u>	Date:	<u>13/7/89</u>
Faculty:	<u>[Signature]</u>	Date:	<u>26/9/89</u>
Senate Graduate Studies Committee:	<u>[Signature]</u>	Date:	<u>31 Oct/89</u>
Senate:		Date:	

CALENDAR INFORMATION

Department: Education

Course Number: 970

Title: Systems and Paradigms in Instructional Psychology

Description: A survey of major 20th century systems and paradigms that underlie research and theories in instructional psychology; addresses learning, cognition, motivation, methods of inquiry, and other cornerstones of the field.

Credit Hours: 5 Vector: 2-3-0 Prerequisite: one of EDUC 826, 829, 860, 870, or equivalent graduate course

ENROLLMENT AND SCHEDULING

Estimated enrollment: 10 When will the course first be offered: 90-3

How often will the course be offered? once every 6 semesters

JUSTIFICATION

The Ph.D. program in Instructional Psychology Program requires students to take a course taught by philosophers of education that surveys systems and theories of education writ large. EDUC 970 will complement this requirement for breadth with depth. EDUC 970 focuses on systems and paradigms specifically associated with the field of instructional psychology. Together, the two courses provide solid ground for conceptual analysis of the field's central concepts and methods.

RESOURCES

Faculty who will normally teach this course: Winne

Budgetary implications: None. EDUC 970-5 will be taught biennially, rotating annually with EDUC 865 taught by Winne.

Library resources: Current holdings of monographs are adequate. Normal procedures for acquiring new monographs will provide appropriate updates to the present collection. Current serials are sufficient, but subscription to one or two new journals (e.g., Educational Psychologist) would be highly desirable.

OUTLINE

Perspectives on systems and paradigms

Evidence and explanation in instructional psychology
Methods for obtaining and qualifying evidence

Models and Theories

Models and modeling instructional phenomena
Revising models
The role(s) of theoretical investigations

The cognitive program and its competitors

Representations for knowledge
Can cognition be observed?
Is cognition rational?
Are feelings and motivations special?

Competency of Faculty Member

Philip H. Winne holds a Ph.D. from Stanford University. He has a background in instructional psychology with specific interest in the areas of: research on teaching and research methodology. Dr. Winne is a Professor in the Faculty of Education at Simon Fraser University.

Robin Barrow, Director
Graduate Programs,
Faculty of Education

Sharon Thomas,
Head, Collections Management

NEW COURSE PROPOSALS:
EDUC 865 and EDUC 970

September 26, 1989

EDUC 865 - Advanced Topics in Educational Data Analysis

This course should present no difficulties for the Library. We have fairly complete holdings of all the cited journals and the monographs collection is adequate.

EDUC 970 - Systems and Paradigms in Instructional Psychology

We seem well prepared for this course except, as the proposal indicates, for a few new journals at a probable cost of about \$150.00 per year.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... John Walsh,
Faculty of Education

From..... Sharon Thomas,
Head, Collections Management Office
Library

Subject..... EDUC. 832-5

Date..... October 3, 1989

Library resources are sufficient to support EDUC 832-5
(Teaching Composition: Research and Practice).

Sharon Thomas

Proposed Changes to the Calendar

1. Page 254, column 1, under the heading of "Instructional Psychology"

Change the second sentence of the first paragraph

FROM: "The concept of instruction is construed liberally to encompass settings where one person (teacher, counsellor, tutor) acts systematically to bring about change in another's (student's, client's, tutee's) capability or predisposition to perform a task."

TO: "The concept of instruction is construed liberally to encompass settings where one person (teacher, tutor) acts systematically to bring about change in another's (student's, tutee's) capability or predisposition to perform a task."

Change the second sentence of the second paragraph

FROM: "Currently, areas of specialization include counselling, learning disabilities, and reading."

TO: "Currently, areas of specialization include computer-based learning, learning disabilities, and reading."

Change the last sentence of the third paragraph

FROM: "To achieve these competencies students are required to take at least one course under each heading in the following table."

TO: "To achieve these competencies students are required to take all core courses and at least one course under each of the other headings in the following table."

2. Page 254, column 2

Change the Core course listing

From: "Core
EDUC 860 Contemporary Instructional Psychology"
To: "Core
EDUC 860 Contemporary Instructional Psychology
one educational statistics course"

Insert the following prior to the "Individual Programs" heading.

Counselling Psychology

The graduate program in counselling psychology is offered to students interested in careers as counsellors in schools, colleges, and community agencies. Students pursue a general program with opportunities for specialization provided in coursework and fieldwork.

Students in the counselling program are required to complete a minimum of 34 semester hours of course work and a thesis or project. All students must complete the core requirements listed in the following table. Students are required to take at least two research methodology courses. In addition, students must complete a minimum of two specialization courses.

Core		
EDUC	811	Fieldwork I
EDUC	812	Fieldwork II
EDUC	870	Theories of Counselling
EDUC	874	Counselling Skills and Strategies

Methodology

		one educational statistics course
EDUC	822	Evaluation of Educational Practice
EDUC	861	Educational Measurement Theory and Application
EDUC	862	Individual Assessment Procedures
EDUC	864	Research Designs in Education
EDUC	865	Advanced Topics in Educational Data Analysis
EDUC	867	Qualitative Methods in Educational Research

Specialization

EDUC	860	Contemporary Instructional Psychology
EDUC	871	Family Counselling
EDUC	873	Vocational Counselling
EDUC	875	Therapeutic Instruction
EDUC	876	Cognitive Intervention Research

3. Page 255, column 1

Insert the following immediately prior to the "Admission" heading on page 255.

Instructional Psychology Ph.D. Program

Education 901 and 902 are core courses common to all doctoral programs in the faculty. Students in the instructional psychology program also must complete the following minimum course requirements.

EDUC	840	Graduate Seminar
EDUC	865	Advanced Topics in Educational Data Analysis
EDUC	970	Systems and Paradigms in Instructional Psychology
EDUC	971	Advanced Topics in Instructional Psychology
EDUC	972	Colloquium in Instructional Psychology

Newly admitted students who have not taken a recent graduate course in instructional psychology will be required to complete Educ 860.

4. The following course descriptions need to be inserted on pages 256 and 257.

EDUC 865 Advanced Topics in Educational Data Analysis
Advanced methods for analyzing multivariate data in educational research: concepts which underlie methods; frailties in methods and means for identifying them in analyses; using mainframe and microcomputer programs and interpreting output from them. Illustrations from educational research are used throughout.

Prerequisites: EDUC 864 and one educational statistics course or equivalents.

EDUC 970 Systems and Paradigms in Instructional Psychology
A survey of major 20th century systems and paradigms that underlie research and theories in instructional psychology; addresses learning, cognition, motivation, methods of inquiry, and other cornerstones of the field.

Prerequisites: One of EDUC 826, 829, 860, 870 or equivalent.

EDUC 972 Colloquium in Instructional Psychology
Survey of methods for synthesizing knowledge gleaned from primary and secondary research, including meta-analysis and integrative reviewing. Assignments culminate in presenting a colloquium about a topic of the student's choice to the Faculty.