

SIMON FRASER UNIVERSITY
MEMORANDUM

TO: Senate

FROM: J. Munro
Chair, Senate
Ctee on Academic
Planning

SUBJECT: Curriculum Revisions -
Faculty of Education

DATE: November 20, 1990

SCUS reference: SCUS 90-4, SCUS 90-30, SCUS 90-43
SCAP reference: SCAP 90-43, SCAP 90-44, SCAP 90-45

Action undertaken by the Senate Committee on Academic Planning and the Senate Committee on Undergraduate Studies, gives rise to the following motion:

MOTION: "that Senate approve and recommend approval to the Board of Governors, as set forth in S.90-57, curriculum revisions in the Faculty of Education as follows:

- New Courses - EDUC 446-4, EDUC 367-4
- Proposed Minor in Educational Psychology, including new courses - EDUC 222-2, EDUC 420-4
- Proposed Joint Minor in French Education, including
 - i) New courses - EDUC 280-3, EDUC 450-4, EDUC 451-4, FREN 310-3, FREN 311-3, FREN 312-3
 - ii) Deletion of FREN 303-3
- Deletion of the Minor in Educational Studies in Education"

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL

Department: Education

1. Calendar Information

Abbreviation Code: Educ Course No: 446 Credit Hours: 4 Vector: 3-1-0.

Title of Course: Law for the Classroom Teacher

Calendar Description of Course: The course provides teachers with the necessary background understandings of the law and legal practices required to teach the law-related dimensions of the B.C. curricula. The major focus will be on the areas of law, and legal concepts and procedures included in the secondary Social Studies and Law 12 curricula.

Prerequisite (or special instructions): Education 401/402 or the equivalent

What course (courses) if any, is being dropped from the calendar if this course is approved? None

2. Scheduling: How frequently will the course be offered? Will be offered alternatively in the Fall Semester and Summer Intersession. Semester in which course will first be offered: Fall 1991 Which of your present faculty would be available to make the proposed offering possible: Roland Case and Michael Manley-Casimir.
3. Objectives of the course: The overall objective is to prepare teachers to deal competently with the law-related dimensions of the B.C. curricula. This requires developing an understanding of (1) the foundations of our legal system, (2) the central principles and concepts in selected areas of law, and (3) the rationale for and implications of key legal practices and rules. Also required is the development of some facility in reading statutes and analysing case law.
4. Budget and Space Requirements (for information only): Partial FTE What additional resources will be required in:

Faculty: None
Staff: None
Library: Several books; all journals are already in library
A-V: None
Space: None
Equipment: None

5. Approval:

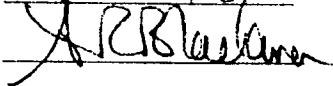
Date: 11/6/90

13/7/90

Nov. 2/90


Dept. Chairman


Dean


Chairman, SCUS

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

New Course Proposal Law for the Classroom Teacher

Rationale

For the past five years the Centre for Education, Law and Society of the Faculty of Education has offered Law for the Classroom Teacher as a special topics course. It was designed to support the teaching of the senior Law elective and the law-related components in secondary Social Studies. All nine offerings of the special topics course have been well received by students. With the impending issuance of the revised Law 12 curriculum, it is timely that it be awarded permanent course status.

Few students enter the Professional Development Program with any training in law. No law-related courses focus on all the legal topics addressed in the B.C. curricula, nor do they approach the topics from a perspective that serves the needs of B.C. secondary teachers. For example, teachers need to understand the underlying principles and justifications for legal practices and rules more than they need to acquire a detailed knowledge of particular areas of law. Courses currently offered in Arts that deal with aspects of law are directed toward the needs of particular disciplines. Criminology 135, for instance, introduces Canadian law and examines the legal institutions but it emphasizes the criminal justice components of the law. Business/Economics 392 offers business students an issues approach to a variety of legal topics but related directly to economic matters.

The already-approved methods course entitled Law in the Curriculum (Educ. 448-4) provides the pedagogical understandings and strategies required to teach the law-related components in the B.C. curricula.

New Course Proposal Law for the Classroom Teacher

Course Outline: (Note: The selection of these topics and the treatment given them is intended to prepare teachers to deal with the law-related dimensions of the secondary Social Studies and Law curricula.)

Topic 1 - Introduction to law-related education

- overview of law-related topics in the B.C. curriculum
- aims of law-related education

Topic 2 - The nature and purposes of law

- the rule of law

Topic 3 - The Canadian legal environment

- history of law
- sources of law
 - common law
 - equity
 - statutes
- Canadian Constitution

Topic 4 - Fundamental rights

- Charter of Rights and Freedoms
- human rights

Topic 5 - Legal decision making

- court structure
- litigation procedure (criminal and civil)
- Judges, lawyers and other personnel associated with the practice, administration and enforcement of the law
- administrative tribunals

Topic 6 - Criminal law and the Young Offender's Act

Topic 7 - Family law

Topic 8 - Tort law

Topic 9 - Contract law

Topic 10 - Legal concerns of young adults

- eg.
- housing
 - employment
 - consumer protection

Topic 11 - Women and the law

Topic 12 - Aboriginal law

Topic 13 - Environmental law

New Course Proposal
Law for the Classroom Teacher

Assignments: (to be drawn from the following)

1. Report on and analyse a leading current case.
2. Research relevant case law on a topic in the Law 12 curriculum.
3. Write an essay exploring the justifications for some aspect of current legal practice.
4. Write an essay outlining the key features of a unit on law-related education and justify why it is important that students be taught this unit.
4. Examine the history of a legal concept addressed in the B.C. curriculum.
5. Evaluate resources and materials on a selected legal topic.
6. Prepare and participate in a mock trial.
7. Participate in the SFU computer forum: Legal Education Resource Network.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL

Department: Education

1. Calendar Information

Abbreviation Code: Educ Course No: 367 Credit Hours: 4 Vector: 3-1-0

Title of Course: Integrating ESL Learners in Different School Subjects

Calendar Description of Course: There are important differences in the kinds of English used in different school subjects. A general purpose English as a second language (ESL) course may not provide ESL school children or adolescents with the kind of English required for academic survival in some subjects. This course provides subject area teachers with techniques for helping ESL learners in their classes to cope with the English specific to a given school subject. This course is not for specialists in ESL. This course may be used only once

for credit towards a degree.

Prerequisite (or special instructions): Education 401/402 or permission of Instructor

What course (courses) if any, is being dropped from the calendar if this course is approved? None

2. Scheduling: How frequently will the course be offered? Once per year Semester in which course will first be offered: Fall 1991. Which of your present faculty would be available to make the proposed offering possible: Gloria Sampson

3. Objectives of the course: To prepare teachers who are not specialists in English as a second language to create tasks for ESL students which will enhance their learning of a scientific register of English.

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

Faculty: None
Staff: None
Library: Several books; all journals are already in library
A-V: None
Space: None
Equipment: None

5. Approval:

Date: 11/6/90

13/6/90

Nov. 2/90

[Signature]

[Signature]

[Signature]

Dept. Chairman

Dean

Chairman, SCUS

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

NEW COURSE PROPOSAL
EDUCATION 367-4.
INTEGRATING ESL LEARNERS IN SPECIFIC SCHOOL SUBJECTS:
SCIENCES AND MATHEMATICS

TOPICS

1. How to assess the conceptual and linguistic knowledge of speakers of English as a second language.
2. A language for talking about language:
 - English for specific purposes;
 - Language variation and register analysis;
 - Interference from the first language;
 - Syntactic structures used in science talk and writing that are not commonly found in non-scientific talk and writing.
3. The stages of growth in learning English syntax, ages 6-18. Comparing the second language learner's growth to that of native speakers of English.
4. How to structure lessons that have students who speak English as their native language and students who speak English as a second language working together on the same content, but on different levels of language.
5. Creating progress files for English as a second language learners:
 - Using files as a basis for planning future lessons;
 - Using files as a basis for student grades;
 - Using files as a basis for helping students see their own progress both in the subject area and in English usage;
 - Using files for reports to parents and the specialist ESL teacher.

ASSIGNMENTS

- ASSIGNMENT 1:** Students create a task related to the learning of science or mathematics (on the grade level they currently teach or are interested in) which will permit them to assess the oral speaker of the same age. Students record the performances of the two students on audiotape and compare them using three of the criteria discussed in class and elaborated upon in the required readings. (40% of total grade)
- ASSIGNMENT 2:** Students rewrite a chunk of text for a math or science lesson so that it is intelligible to an ESL learner. They focus on one particular syntactic form that is specific to the science or math register used in the reading, such as a modal auxiliary, a passive construction, a complement, a nominalization, etc. Students discuss the strategy they would use to help the ESL learner understand the contrast between the comprehensible rewritten form and the target (more difficult) form. (30% of total grade).
- ASSIGNMENT 3:** Students create a sample progress file for a student. They specify criteria they can use to assess an ESL learner's progress in learning the register of English used in science and mathematics. They also outline a sequence of tasks for accelerating the learning of ESL students in a science or math class where ESL and non-ESL students are integrated. (30% of total grade)

Faculty of Education

Proposal to Establish a Minor in Educational Psychology

THIS PROPOSAL:

1. Defines a coordinated curriculum, the Minor in PSYCHOLOGICAL STUDIES IN EDUCATION, for students in the University who wish to emphasize a psychological perspective of education in their undergraduate studies. The Minor can supplement a major outside Education (e.g., Psychology, Communication) or it can be an integral part of a B.Ed.
2. Provides for prospective teachers a structured program that supplements other preparations for a teaching career in which substantially increased emphasis is given to psychological underpinnings of students' individual differences—including motivation, critical thinking ability, and memory—and to the relations between psychological factors and teaching practices.
3. Includes a proposal for a new laboratory course: EDUC 222-2, Educational Psychology Laboratory. This course is attached to the Faculty of Education's EDUC 220-3, Introduction to Educational Psychology. Both the lecture and laboratory courses are required of students in the Minor in PSYCHOLOGICAL STUDIES IN EDUCATION. They remain as an option for students not enrolled in the Minor. The addition of a laboratory course attached to the lecture course creates a structured opportunity for students to investigate and experience first-hand a variety of applications of educational psychology. It will be especially valuable for those students who wish to explore, with guidance, a professional approach to teaching prior to PDP.
4. Suggests a coordinated curriculum structure within which to accommodate several courses recently added to the Faculty of Education's curriculum.
5. Replaces one upper-levels course recently deleted from the Calendar due to under-enrollment (EDUC 423-4, Teaching and Teacher Effects) with a proposed course (EDUC 420-4, Cognitive Strategies in Learning) that surveys contemporary work at the leading edge of research in educational psychology and applications in classroom teaching.

A POSSIBLE FUTURE PROPOSAL

The Minor in PSYCHOLOGICAL STUDIES IN EDUCATION is one approach that some future teachers may elect as an emphasis in their pre-professional studies. For students who would like to bond their undergraduate Minor to professional studies in PDP, a PSYCHOLOGICAL STUDIES MODULE is being considered. Pending approval of the Minor in PSYCHOLOGICAL STUDIES IN EDUCATION, we will begin developing a proposal to create a PSYCHOLOGICAL STUDIES MODULE in Professional Programs.

Note: All references to **Psychological Studies in Education** should be replaced by **Educational Psychology** in the text of this paper.

CALENDAR ENTRY

Minor in Educational Psychology

PURPOSE

Educational psychology has two main items on its agenda: (1) theoretical and experimental inquiries into how students learn from instruction, how they acquire and express motivation in educational settings, and how they develop skills in school subjects and for learning; and (2) studies of how this first line of inquiry contributes to designs for instructional experiences that promote a full spectrum of students' achievements.

The Minor in Psychological Studies in Education consists of required courses that develop a broad background in educational psychology supplemented by electives that deepen fundamentals. For students planning a career in teaching, the Minor provides a research-based foundation in the psychology of teaching and learning underlying a program of professional studies. For others, the Minor articulates a study of applied psychology serving one of our society's most important aims, educating people of all ages.

REQUIREMENTS

Candidates for the Minor in Psychological Studies in Education must take two 200-level courses, three courses at the 300-level, and at least two elective courses at the 400-level.

LOWER-DIVISION COURSES

EDUC 220-3 Introduction to Educational Psychology
EDUC 222-2 Educational Psychology Laboratory

REQUIRED UPPER -DIVISION COURSES

EDUC 320-3 Instructional Psychology
EDUC 325-3 Testing in Schools
EDUC 326-3 Classroom Management

ELECTIVES (any two of)

EDUC 420-4 Cognitive Strategies in Learning
EDUC 422-4 Learning Disabilities
EDUC 425-4 School Counselling for the Classroom Teacher
EDUC 426-4 Teaching Children and Youth with Special Needs
EDUC 428-4 Nature and Nurture of the Gifted
EDUC 464-4 Early Childhood Education

Note: All references to **Psychological Studies in Education** should be replaced by **Educational Psychology** in the text of this paper.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL

Department: Education

1. Calendar Information

Abbreviation Code: Educ Course No: 222 Credit Hours: 2 Vector: 0-1-3

Title of Course: Educational Psychology Laboratory

Calendar Description of Course: Laboratory experiences and exercises in educational psychology.

Corequisite (or special instructions): Education 220 should be taken concurrently.

What course (courses) if any, is being dropped from the calendar if this course is approved? None

2. Scheduling: How frequently will the course be offered? Twice per year
Semester in which course will first be offered: Fall 1991 Which of your present faculty would be available to make the proposed offering possible: Jack Martin, John Walsh, or Phil Winne.

3. Objectives of the course: Laboratory exercises that parallel and extend material in EDUC 220 (see also attached proposal for minor in Psychological Studies in Education).

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

Faculty: None
Staff: Teaching Assistant
Library: None
A-V: None
Space: Tutorial Space
Equipment: None

5. Approval:

Date: 10/10/90

10/10/90

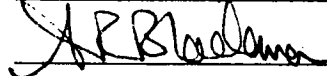
Nov. 2/90



Dept. Chairman



Dean



Chairman, SCUS

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

COURSE PROPOSAL

EDUCATION 222-2 EDUCATIONAL PSYCHOLOGY LABORATORY

Rationale

EDUC 220-3, Introduction to Educational Psychology, is a survey course which has become a staple in a tacit pre-curriculum for the Professional Development Program in the Faculty of Education. As it is presently structured, EDUC 220 does not adequately allow students to explore applications of educational psychology first-hand. This is a significant weakness for students planning to enter the Professional Development Program because they are not provided guided opportunities to design, put into practice, and analyze applications of educational psychology.

In the departments of Chemistry and Physics, students electing introductory survey courses (e.g., CHEM 101-3) can supplement lecture and tutorial sessions with a 2-credit elective laboratory (e.g., CHEM 106-2). This proposal copies these departments' excellent idea, proposing a 2-credit elective laboratory course, EDUC 222-2, Educational Psychology Laboratory as a supplement to our lecture course, EDUC 220.

EDUC 222 is comprised of laboratory exercises (see examples in the Student Handbook for EDUC 220, DISC) that parallel and extend material in EDUC 220. Hence, no course outline is presented with this proposal as it duplicates the existing course. Some exercises would be carried out on campus with fellow students in EDUC 222; others would involve observation and structured tutoring experiences in settings outside the course, both on- and off-campus.

EDUC 222 will be taught by Ph.D. students in the Instructional Psychology Program in Education, under supervision of the professor assigned to teach the concurrent offering of EDUC 220. These Ph.D. students likely would also assume some TA responsibilities in that offering of EDUC 220. This arrangement provides excellent supervised teaching experience in the foundational course of our Ph.D. students' field of advanced study.

Calendar Entry

EDUC 222-2 Educational Psychology Laboratory vector 0 - 1 - 3

Laboratory experiences and exercises in educational psychology. *Prerequisite or Corequisite:* EDUC 220.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL

Department: Education

1. Calendar Information

Abbreviation Code: Educ Course No: 420 Credit Hours: 4 Vector: 2-2-0

Title of Course: Cognitive Strategies in Learning

Calendar Description of Course: Current theory and research on cognitive strategies; applied research about teaching cognitive strategies.

Prerequisite (or special instructions): Education 220 and Education 320.

What course (courses) if any, is being dropped from the calendar if this course is approved? None

2. Scheduling: How frequently will the course be offered? Once per year Semester in which course will first be offered: Fall 1991 Which of your present faculty would be available to make the proposed offering possible: Phil Winne.

3. Objectives of the course: To broaden the students' understandings of cognitive and motivational psychology (see also attached proposal for minor in Psychological Studies in Education).

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

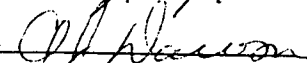
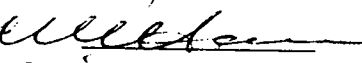
Faculty: None
Staff: None
Library: None
A-V: None
Space: 1 Classroom
Equipment: None

5. Approval:

Date: 10/10/90

10/10/90

Nov. 2/90



Dept. Chairman

Dean

Chairman, SCUS

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

COURSE PROPOSAL

EDUCATION 420-4 COGNITIVE STRATEGIES IN LEARNING

Rationale

Contemporary research in educational psychology is making substantial progress toward understanding how cognitive strategies guide students through instructional tasks and how students can be taught to apply cognitive strategies to enrich subject matter achievements and motivation. Evidence is mounting rapidly that students, especially low achievers, who are taught cognitive strategies learn more and develop more positive motivation. Recent research also reveals that beginning and, in general, experienced classroom teachers know little about cognitive strategies per se and are uninformed about how to teach them to students. To redress this condition, experimental classroom programs grounded on theoretical and basic research in cognitive strategies are being developed and evaluated. Collectively, these activities are having widespread influence on curriculum developers, legislative mandates about education, inservice programs for teachers, and, last but far from least, programs of preservice teacher education.

An analysis of outlines for courses offered by the Faculty of Education documents that opportunities are very limited or absent altogether for preservice and inservice teachers to learn about cognitive strategies. Given the role of this topic in contemporary research in educational psychology and in professional development, there is a clear need, on both disciplinary and professional grounds, for broader and deeper coverage of it than our current course offerings afford. Thus, a new course is proposed that focuses entirely on the topic of cognitive strategies.

In this course, students will study basic and applied research on cognitive strategies and teaching cognitive strategies. For teachers and prospective teachers, this information is directly relevant to their chosen career. The proposed course will provide knowledge that is critical in planning, delivering, and evaluating teaching that incorporates cognitive strategies for learning. For psychology students, studies of learning and motivation in instructional settings can stand in sharp contrast to basic lab research. The proposed course will broaden these students' understandings of cognitive and motivational psychology. EDUC 420 will be taught once annually by either J. Walsh or P. Winne. An outline of topics and a select bibliography are presented on the next pages.

Calendar Entry

EDUC 420-4 Cognitive Strategies in Learning

vector 2 - 2 - 0

Current theory and research on cognitive strategies; applied research about teaching cognitive strategies. *Prerequisites:* EDUC 220 and EDUC 320.

Joint Minor in French Education

Justification

This new program consisting of three new courses in the Faculty of Education, two new courses and the revamp of an existing course in the Department of French is designed to answer the needs of the nineties and of the new Curriculum 2000 in terms of French teachers.

French in the public school system in B.C. continues to reflect two different approaches: French Immersion programs of varying length and complexity and programs of French as a second language (the so-called Core French programs).

The French Immersion programs are a vital and well-established component in the public education system; the demand for the training and the upgrading of teachers for immersion programs will continue. Nevertheless, Curriculum 2000 appears to envisage a major expansion in programs of French as a Second Language. As of September 1990, French will be required of all Grade 4 students, effectively trebling in the course of one year the number of teachers required to teach French at this grade level. The subsequent addition of French grade by grade as a requirement will considerably increase the demand for teachers of French as a second language; at the moment, B.C. universities are incapable of meeting the demand. Although it is difficult to foresee student demand, every indication is that this program will attract considerable interest.

This joint minor is an attempt to answer those needs by offering the opportunity of broader preparation for students interested in applying for the PDP program.

The Education courses are intended to introduce students to the problems and the realities of teaching French in B.C. and to give them some idea of the various aspects of French that a professional teacher of French needs to address. As such they represent a preparation (but not a requirement) for PDP.

The French courses are an attempt to "broaden" the knowledge of those students who are themselves studying French as a second

language. Trends in Second-language teaching are towards various models of communicative competence; French teachers for whom French is not their first language require a broader base to their French to function successfully in such programs. Thus, French as learned in a series of language courses within an academically oriented French program (where the latter is the more or less universal combination of language, culture, literature and linguistics) does not necessarily cover those areas of communication that are required within the school classroom oriented towards situational needs and towards the teaching of a variety of subject matter in French.

The combination of Education and French courses therefore attempts to broaden the student's knowledge of French as it applies specifically to the classroom situation and to give an introduction to some of the cultural and linguistic aspects that require particular treatment for students who are at one and the same time learning French and learning about some of the basic problems involved in the teaching of French.

Department of French courses

The Course Proposal forms accompanying the French courses specify the probable need to hire sessionals to teach some of these courses. Current faculty numbers and the demands of the basic programs simply do not permit the Department to offer the all of the new courses on a regular basis as part of load. Attached documents indicate that the Faculty of Education will be providing initial funding to cover the cost of such sessionals and that it is intended to request ongoing funding to support this program.

Two of the courses are new and to a large degree unique; they will require development and the funding to pay for such development. This will be a charge against the first year's funding of \$20,000.

Submitted by an inter-faculty ad hoc committee:

B. Bartlett, chair, P. Demers, A. Obadia, P. Wrenn.

Revised, September 27, 1990

Joint Minor in French and Education

The Joint Minor in French and Education is offered by the Department of French and by the Faculty of Education. The program is intended for students who may be considering a career as a teacher in either a Core French or a French Immersion Program. It is designed to give such students insights into French language teaching as a career and to provide them with the opportunity to broaden their knowledge and control of French and its cultural aspects in those particular areas that are likely to relate directly to classroom situations.

Students who are interested in this program and who are intending to apply for entry into the Professional Development Program of the Faculty of Education are advised to complete this minor before applying for such entry. **However, it must be noted that this minor is not a requirement for entry into PDP nor does its successful completion in any way guarantee, or affect the conditions of, admission into the PDP program.**

Program requirements :

Successful completion of the 3 semester hours of lower division Education and of the 17 semester hours of upper division French and Education courses specified below.

French requirements

Lower division: none . However students must have acquired an appropriate degree of proficiency in both oral and written French. In order to achieve this, a certain number of lower division French language courses may be required (see Department of French, General Information, p.84)

Upper division :

FREN 303-3 French for the Classroom, or

FREN 310-3 : Linguistics and French Language Learning

FREN 311-3 : Acquisition of Vocabulary

FREN 312-3 : Corrective phonetics

The prerequisites for these three courses are French 301-3 and French 306-3

For more details on these courses, see Undergraduate Courses - French

Education requirements

Lower division :

EDUC 280-3 : Teaching French in B.C. (to be offered in French and English alternatively)

The prerequisite for this course, if taken in French, is at least FREN 202-3. No language requirement if the course is taken in English.

Upper division :

EDUC 450-4: Classroom French Curriculum Studies

EDUC 451-4 : Classroom French Curriculum Practices

The prerequisite for these two courses are FREN 301-3 and FREN 306-3.

For more details on these courses, see Undergraduate Courses - Education

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

I. Calendar Information:

Abbreviation Code: educ Course No.: 280 Credit Hours: 3 Vector: 1-2-0

Title of Course: TEACHING FRENCH IN BC

Calendar Description of Course:

SEE ATTACHED

Prerequisites (or special instructions): AT LEAST FRENCH 202 FOR THOSE WHO WISH TO TAKE THE COURSE IN FRENCH. NO REQUIREMENTS IF THE COURSE IS TAKEN IN ENGLISH
What course (courses), if any, is being dropped from the calendar if this course is approved? NONE

initially once a year

2. Scheduling: How frequently will the course be offered? _____ Semester in which the course will first be offered? _____

Which of your present faculty would be available to make the proposed offering possible? A. OBADIA
R. SANAQUI
G. MILLS

3. Objectives of the Course:

SEE ATTACHED

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

Faculty NONE
Staff NONE
Library SOME NEW ACQUISITIONS
Audio Visual NONE
Space NONE
Equipment NONE

5. Approval:

Date:

3/10/90
Dept. Chairman

3/10/90
Dean

Nov. 2/90
A. Obadia
Chairman, SCUS

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

EDUC 280-3 -
TEACHING FRENCH IN B.C.

Calendar entry :

This course is intended for students who may be contemplating a career as French-language teachers of Core French or French immersion and who would like to explore the area of French teaching in Canada and particularly in B.C. The general objective of this course is to help prospective French immersion or French second language teachers better understand this fast developing educational field , the profession of French second language teacher and acquire at the same time a basic knowledge of some principles of teaching French as a second language . The course will be given in English or in French; the language of instruction will alternate from semester to semester . Students are allowed to write their term papers or exams in French or in English.

Prerequisites: At least FREN 202 for those who wish to take the course in French. No French language requirements if the course is taken in English.

Course objectives :

- 1) to enable students to better understand the career of a French second language teacher.
- 2) to acquire a better understanding of French second language teaching in elementary and secondary schools in Canada and particularly in B.C.
- 3) to acquire some basic principles of French second language teaching.

Topics will include :

1. Understanding of the socio-political background of bilingualism in Canada.
2. Understanding the differences between bilingualism for the minority-language child and bilingualism for the majority-language child.
3. Knowledge of research findings as they relate to French immersion and French second language programs.
4. Issues of current concern in the teaching of French in Canadian schools.
5. Basic knowledge of aims and objectives of French second language programs in elementary and secondary schools.

6. Basic knowledge of the course contents of French second language programs in elementary and secondary schools.
7. Some teaching principles of French as a second language.
8. Understanding of the linguistic and pedagogical requirements needed to become a French immersion or French second language teacher.
9. Personal plan of action to qualify as an elementary or secondary French teacher.

Evaluation and grading:

Assignments/ oral presentation : 50%

Final paper/ project : 50%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: EDUC Course No.: 450 Credit Hours: 4 Vector: 1-2-0

Title of Course: CLASSROOM FRENCH CURRICULUM STUDIES

Calendar Description of Course:

SEE ATTACHED

Prerequisites (or special instructions): FRENCH 301 AND FRENCH 306

What course (courses), if any, is being dropped from the calendar if this course is approved? NONE

INITIALLY ONCE

2. Scheduling: How frequently will the course be offered? A YEAR Semester in which the course will first be offered? _____

Which of your present faculty would be available to make the proposed offering possible? A. OBADIA

R. SANAQUI

3. Objectives of the Course:

G. MILLS

SEE ATTACHED

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

Faculty NONE

Staff NONE

Library SOME NEW ACQUISITIONS

Audio Visual NONE

Space NONE

Equipment NONE

5. Approval:

Date:

3/10/90

Dept. Chairman

3/10/90

Dean

Nov 2/90

Chairman, SCUS

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

EDUC 450-4 : CLASSROOM FRENCH CURRICULUM STUDIES

Calendar entry :

This course is intended for students who may be contemplating a career as French-language teachers of Core French or French immersion and who would like to gain a broader view of the French second language teacher profession while improving their knowledge of the language and culture in a classroom context. The course is given in French on campus . A follow-up to this course (EDUC 451-4), for those who wish to take it, will be offered in a French speaking environment. The general objective of this course is to help prospective French teachers better understand the pedagogical relevance of and the relationship between cultural competence and communicative competence.

Prerequisites: FREN 301-3 and FREN 306-3

Course objectives:

- 1) To become familiar with day to day French expressions and colloquialisms and their place in the second language curriculum in various grades.
- 2) To acquire a good knowledge of French culture in Canada and in various French speaking countries in the world.
- 3) To examine issues of current concern to French minorities , particularly the Franco-Columbians and their importance in motivating elementary and secondary students.
- 4) To identify and examine current practices relating to the evaluation of French culture in elementary and secondary schools in B.C.
- 5) To enable students to acquire a better understanding of the importance of various linguistic registers and accents and of their importance in the learning and teaching of French.

Topics will include :

1. Day to day French expressions and colloquialisms and their place in the second language curriculum in elementary and secondary schools.
2. Knowledge of French culture past and present, in French Canada, Québec, France and other French speaking countries in the world and its importance in extra-curricular activities.
3. Issues of current concern in the French communities , particularly the Franco-Columbians and their relationship in motivating students to learn French and to use it outside of the classroom.

4. The cultural content in French second language programs in elementary and secondary schools in B.C. and its relevance to today French speaking people in Canada.

5. Current classroom practices relating to the pedagogical use and evaluation of French culture .

6. Various linguistic registers and accents and their relevance to second language teaching .

Evaluation and Grading:

Assignments/ oral presentation : 50%
Final paper/project : 50%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:
Abbreviation Code: EDUC Course No.: 451 Credit Hours: 4 Vector: 1-4-0

Title of Course: CLASSROOM FRENCH CURRICULUM PRACTICES

Calendar Description of Course:

SEE ATTACHED

Prerequisites (or special instructions):) FRENCH301 and FRENCH 306

What course (courses), if any, is being dropped from the calendar if this course is approved? NONE

INITIALLY ONCE

2. Scheduling: How frequently will the course be offered? A YEAR Semester in which the course will first be offered? _____

Which of your present faculty would be available to make the proposed offering possible? A. OBADIA

R. SANAQUI

G. MILLS

3. Objectives of the Course:

SEE ATTACHED

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

Faculty None

Staff Possible extra secretariat help

Library NONE

Audio Visual None

Space None

Equipment None

5. Approval:

Date: 3/10/90

[Signature]
Dept. Chairman

[Signature]
3/10/90
Dean

Nov. 2/90
[Signature]
Chairman, SCUS

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

EDUC 451-4 : CLASSROOM FRENCH CURRICULUM PRACTICES

Calendar entry :

This course is a follow-up to EDUC 450-4 Classroom French Curriculum Studies which is given on campus . The general objective of this course is to help prospective French teachers better understand the pedagogical and cultural relevance of a variety of French language registers and of their significance to second language teaching. This will be done by living in a French environment.

Prerequisites: FREN 301-3 and FREN 306-3

Course objectives:

- 1) To become familiar with the French second language curriculum used in various grades through classroom visits and contacts with the French community.
- 2) Familiarization with local French community and exploration of means of using French outside the classroom in the second language curriculum.
- 3) To evaluate and select curriculum materials relating to the teaching of French culture in elementary and secondary schools.
- 4) To give students the opportunity to use various linguistic registers by being exposed to them and to better understand their relation to the acquisition of communicative competence in a classroom situation.

Activities will include :

1. Visits to French and English second language classrooms followed by discussions about curriculum and methods with host teachers.
2. Cultural activities and their incorporation to classroom and extra-curricular activities.
3. Familiarization with the French community and identification of ways of using French outside of the classroom.
4. Evaluation and selection of materials for use in the teaching of French culture in elementary and secondary schools.

Evaluation and Grading:

Classroom visitation report/enquiry in the French community : 30%
Assignments/ oral presentation : 30%

FREN 310-3

3 - 0 - 0

LINGUISTICS AND FRENCH LANGUAGE LEARNING

Calendar entry:

This course is intended for students who may be contemplating a career as French-language teachers of core French or French Immersion. The course studies the contributions of various branches of linguistics to the problems of second-language acquisition and to the teaching of French as a second language.

Prerequisites: FREN 301 and FREN3 06 or equivalent (or permission of the Course Chair). Students who have taken FREN3 03-3 may not take FREN 310-3 for further credit.

May be used in partial fulfillment of the upper division requirements for honors, majors and minors in French in a B.Ed. program, and for honors and majors in French in a B.A. program.

Content:

1. Linguistics and behaviourism

- a) structural linguistics and audiolingual/audiovisual methods as applied to the teaching of French.
- b) linguistic analysis applied to contrastive studies of source languages and French as a target language.
- c) linguistic analysis and French structural exercises.

2. Linguistics and cognitivism

- a) Generative grammar and cognitivism;
- b) Linguistics applied to error analysis; interlanguage;

3. Sociolinguistic and psycholinguistic contributions

- a) Sociolinguistic theory and communicative/functional approaches; functional French; natural approach . . .
- b) Psycholinguistic theory and teaching methods; Krashen's Monitor theory;

4. Grammar revisited

- a) the role of grammar in the teaching of French.
- b) Bilingualism and the acquisition of French.

Evaluation and Grading:

Class/tutorial participation: 10%
Class assignments/presentations: 40%
Final paper and/or exam(s): 50%

NEW COURSE PROPOSAL FORM

1. Calendar Information:

Department: FRENCH

Abbreviation Code: FREN Course Number: 310 Credit Hours: 3 Vector: 3-0-0

Title of Course: LINGUISTICS AND FRENCH-LANGUAGE LEARNING

Calendar Description of Course:

SEE ATTACHED

Nature of Course:

SEE ATTACHED

Prerequisites (or special instructions):

FREN 301-3 and FREN 306-3

What course (courses), if any, is being dropped from the calendar if this course is approved:

FREN 303-3

2. Scheduling:

How frequently will the course be offered? Once a year.

Semester in which the course will first be offered? 1991-3

Which of your present faculty would be available to make the proposed offering possible? B. Bartlett, M. Fauquenoy

3. Objectives of the Course:

SEE ATTACHED

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Possible occasional Sessional Instructor/Lecturer post

Staff -

Library Some extra reserve copies

Audio Visual Nil

Space Nil

Equipment Nil

APPROVAL

Date: Nov 5, 90
B. Bartlett
 Department Chairman

Nov 9, 90
Rebow
 Dean

Nov 2, 90
A. R. Bladen
 Chairman, SCUS

THE ACQUISITION OF VOCABULARY

Calendar entry:

This course is intended for students who may be contemplating a career as French-language teachers of core French or French Immersion. The course addresses the practical problems of acquiring the specialized vocabularies needed to teach French as a second language and to teach other school subjects in French. It also studies the techniques by which students may be taught to increase their vocabularies.

Prerequisites: *FREN 301 and FREN 306*

May not be counted towards the 15 upper division credits required for a minor in French nor towards the 30/50 upper division credits for a major/honors in French.

Course objectives:

- 1) To enable students to increase their passive and active vocabulary via oral and written media.
- 2) To understand the principles governing the organization of the lexicon and of personal and technical vocabularies.
- 3) To establish and practice mnemonic techniques.
- 4) To understand the principles governing the selection of vocabulary for the classroom study of a) specific subjects/topics, b) communicative functions.
- 5) To learn to apply these principles to a) self-improvement; b) classroom situations.

Topics to be covered will include:

Langue and metalanguage; vocabulary and lexicon;
Active and passive vocabulary;

Morphological, lexical and semantic fields;
Anglicisms;
Dictionaries (technical, bilingual, unilingual, visual/
pictorial, etc.);
Synonymy, antonymy, hyperonymy and hyponymy as productive
organizational structures for the study and control of
vocabulary;
Mnemonics; notional syllabus; grammatical terminology

Evaluation and Grading:

Evaluation will depend, in part, on series of Cloze tests with
subject matter related to topics studied. Students will also undertake the
development of a corpus of vocabulary relating to a) an academic subject,
b) a social/cultural scenario, c) specific communicative functions

Class/tutorial participation:	10%
Assignments/class tests:	40%
Final paper/project and/or exam:	50%

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information:

Department: FRENCH

Abbreviation Code: FREN Course Number: 311

Credit Hours: 3 Vector: 1-2-

Title of Course: THE ACQUISITION OF VOCABULARY

Calendar Description of Course:

SEE ATTACHED

Nature of Course:

SEE ATTACHED

Prerequisites (or special instructions):

FREN 301-3 and FREN 306-3

What course (courses), if any, is being dropped from the calendar if this course is approved:

NONE

2. Scheduling:

How frequently will the course be offered? Initially once a year.

Semester in which the course will first be offered?

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

BARTLETT, DEMERS

3. Objectives of the Course:

SEE ATTACHED

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Sessional Instructor/Lecturer

Staff -

Library some new acquisitions

Audio Visual computer software: programs

Space -

Equipment access to computers

APPROVAL

Date: Nov 5 90

Nov 9 90

Nov. 2 / 90

[Signature] Department Chairman

[Signature] Dean

[Signature] Chairman, SCUS

CORRECTIVE PHONETICS

Calendar entry:

This course is intended for students who may be contemplating a career as French-language teachers of core French or French Immersion. The course is designed to help them to improve their own pronunciation of French; it also provides them with the knowledge and techniques needed to address the pronunciation problems of students in their language classes.

Prerequisites:

FREN 301 and FREN 306.

May not be counted towards the 15 upper division credits required for a minor in French nor towards the 30/50 upper division hours required for a major/honors in French.

Course objectives:

1. To improve auditory discrimination
2. To understand the articulatory formation/description of French consonants and vowels
3. To understand and master the problems of liaison, elision, enchaînement and contraction
4. To understand and master the prosodic features of intonation and accentuation
5. To sensitize students to phonological universals
6. To master the verbo-tonal system of phonetic correction
7. To identify and analyze pronunciation prosodic errors
8. To master and teach the principles of self-correction
9. To master the techniques of correcting students' mispronunciations

Content:

Initial lectures will be devoted to the study of the principles, descriptive framework and analytical techniques involved. Subsequent lectures will study corrective procedures and techniques. Monitored laboratories will be directed towards the identification and correction of student errors and the development of the students' ability to identify and correct sample (live and taped) performances of other speakers.

Evaluation and Grading:

Evaluation will involve:

- a) pre- and post-testing aimed at establishing overall individual improvement
- b) a series of cumulative practical tests involving the identification of errors in taped speech and elaborating techniques for their correction
- c) a final exam involving a written component dealing with the principles and techniques of self-correction and correction, and an oral component based on individual interview.

Class participation: 10%

Assignments/class tests: 50%

Final evaluation/interview: 40%

NEW COURSE PROPOSAL FORM

1. Calendar Information:

Department: FRENCH

Abbreviation Code: FREN Course Number: 312 Credit Hours: 3 Vector: 1-0-2

Title of Course: CORRECTIVE PHONETICS

Calendar Description of Course:

SEE ATTACHED

Nature of Course: SEE ATTACHED

Prerequisites (or special instructions):

FREN 301-3 and FREN 306-3

What course (courses), if any, is being dropped from the calendar if this course is approved: NONE

2. Scheduling:

How frequently will the course be offered? Initially - once a year.

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible? LUU-NGUYEN, WRENN

3. Objectives of the Course:

SEE ATTACHED

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

- Faculty Sessional Instructor/Lecturer
- Staff -
- Library Some new acquisitions
- Audio Visual Some new audio-taped programs
- Space -
- Equipment -

APPROVAL

Date: Nov 8, 90 Nov 9, 90 Nov 2/90
[Signature] [Signature] [Signature]
 Department Chairman Dean Chairman, SCUS

DEPARTMENT OF FRENCH

TO: Ellen Gee

FROM: Barrie Bartlett, Chair

RE: Joint minor proposal - French Education

DATE: October 9, 1990

I have just spoken with Rosena Davison and this memo is to answer your final concerns as outlined by her.

1) Educ 280-3 - **Teaching French in B.C.** is to be offered alternately in French and English for the following reason. While many of the students wishing to find out about the profession of French teacher may have sufficient competence to follow the course in French (note the requirement of French 202 when the course is offered in French) it is entirely possible that there be will new students (especially college transfer students) who are in, or intending to enter, the sequence of French 151, 201, 202 who nevertheless wish to find out about language-teaching as a career before perhaps committing themselves to a heavy French language program. The increasing demand for French teachers will certainly tempt many would-be teachers to consider a career as **French** teachers. It is with them in mind that the course will be offered in English. Note that all the subsequent courses proposed for this joint minor have French 301 (as well as 306) as a prerequisite - that is to say, all students will have had to complete not only French 202 but also French 206 and 301 before taking the remaining French and Education courses in this minor.

2) It is immaterial to us where the program is housed. Since the Faculty of Education is furnishing the greater number of credits (11 to our 9) and since they are providing the funding for our courses, it would seem reasonable to house it in the Faculty of Education. A steering committee

with members from Education and from French will "run" the program.

3) Double counting of credit:

As stated, French 310-3 (which is replacing French 303-3) may count in partial fulfillment of upper division requirements for honors, majors and minors in French in a B.Ed. program and for honors and majors in French in a B.A. program. (This is like the present regulation relating to Fren 303)

Again as stated, the credits for 311 and 312 may not be counted either for a minor or for a major or honors in French. That is, they can count only as electives towards the university total of 45 upper level hours .

4) Fitting in the French program.

The three French courses should appear as a new entry on page 85 under the category of **French Linguistics**. The final entry before **French Literature** should therefore read:

French Applied Linguistics
FREN 310-3
311-3
312-3

Also, current references to FREN303 on page 84 will be changes to FREN 310.

The Calendar entry as specified in our submission will also presumably appear under Education and also on page 86 of the current calendar between **Joint Major in French and Spanish** and **Certificate Program in French Language Proficiency**.

A handwritten signature in black ink, appearing to read "D. L. Carter", with a horizontal line underneath.

Motion

That the Minor in Education Studies be discontinued and deleted from the calendar.

Rationale

The course selection for this minor lacks a clear rationale. Very, very few students have opted to take this minor over the past ten years.

The above motion was approved by the Undergraduate Programs Committee on September 4th, 1990.