

SIMON FRASER UNIVERSITY

5.76-193

MEMORANDUM

To Members of Senate

From Dean of Graduate Studies Office

Subject Graduate Calendar Changes -
Department of Modern Languages

Date December 14, 1976

MOTION: That Senate approve the Graduate Calendar
Changes in the Department of Modern Languages.

These changes were approved by the Senate Graduate Studies Committee on
December 13, 1976.



Jon Wheatley
Dean of Graduate Studies

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FACULTY OF ARTSCALENDAR SUBMISSION - 1977-1978MODERN LANGUAGES

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Change in Description: "From:
"Seminar in Applications to Second Language
Acquisition and Teaching I (5)

This component aims at applying the knowledge acquired within the program to teaching. It will place special emphasis on the language-learner and on such topics as the differences between native and second language acquisition, the process of second language acquisition, its psychological basis and the characteristics of language acquisition of different levels. A certain number of exercises in video taped micro teaching will be involved."

to: "Seminar in Applications to Second Language
Acquisition and Teaching I (5)

This component aims at applying the knowledge acquired within the program to teaching. It will place special emphasis on the language-learner and on such topics as the differences between native and second language acquisition, the process of second language acquisition, its psychological basis and the characteristics of language acquisition at different levels.

Additional Component

ADD Experimentation and Research in Language Teaching (5)
Ways,

means and techniques for carrying out experimentation and research in second language teaching, with emphasis on Experimentation in the classroom, discussion of issues in need of such research; orientation on the choice and implementation of required experimental research projects.

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DELETE COMPONENT

DELETE Experimental language teaching (5)
Language teaching in specific classroom situations, the preparation of teaching materials, methods of presentation, individualized instruction, group teaching program planning and the use of an experimental classroom. A certain number of video-taped micro teaching exercises will be involved.

Rationale:

1. Students in the MAT-French will be much better able to select the topics of and implement the projects they are required to carry out between the first and second year and between the second and third year if, during their first Summer Session, they are introduced to the "ways, means and techniques for carrying out experimentation and research in second language teaching." Our experience with the first two groups of students has led us to this conclusion.

2. We do not have very realistic facilities (on-going experimental classes) where the students in this program could carry out experimentation in French language teaching, during the last Summer Session, in order to apply what they have learned. This being the case, it is better to prepare them for "experimentation in the classroom" which they can carry out in the form of peer pseudo-teaching within this component, but primarily in the form of realistic teaching when they go back to their own classrooms.

3. Finally, we hope through this component to develop in the students (a) an awareness of issue in need of research and experimentation and (b) a desire to continue carrying out such research and experimentation throughout their professional careers."

Change in Description: From:

"Seminar in applications to second language acquisition and teaching I (5)

As in the first year, but with emphasis on the pedagogical implications as they affect the teacher and his/her teaching. A certain number of exercises in video taped micro teaching will be included."

to:

"Seminar in Applications to Second Language Acquisition and Teaching II (5)

As in the first year, but with emphasis on the pedagogical implications as they affect the teacher and his/her teaching."

Rationale:

Many of the students do not need it and most of them dislike it rather strongly. Micro-teaching will continue to be possible, but on an optional basis or as directed for particular students by the MAT-F Committee.

Seminar in Applications to Second Language Acquisition
and Teaching I (5)

This component aims at applying the knowledge acquired within the program to teaching. It will place special emphasis on the language learner and on such topics as the differences between native and second language acquisition, the process of second language acquisition, its psychological basis and the characteristics of language acquisition at different levels.

Experimentation and Research in Language Teaching (5)

Ways, means and techniques for carrying out experimentation and research in second language teaching, with emphasis on experimentation in the classroom; discussion of issues in need of such research; orientation on the choice and implementation of required projects.

Rationale for the New "Experimentation and Research in Language Teaching" Component for the First Summer of the MAT-F:

(The rationale for establishing such a component in the first Summer Session is multiple, as follows:)

(1) Students in the MAT-French will be much better able to select the topics of and implement the projects they are required to carry out between the first and second year and between the second and third year if, during their first Summer Session, they are introduced to the "ways, means and techniques for carrying out experimentation and research in second language teaching." Our experience with the first two groups of students has led us to this conclusion.

(2) We do not have very realistic facilities (ongoing experimental classes) where the students in this program could carry out experimentation in French language teaching, during the last Summer Session, in order to apply what they have learned. This being the case, it is better to prepare them for "experimentation in the classroom" which they can carry out in the form of peer pseudo-teaching within this component, but primarily in the form of realistic teaching when they go back to their own classrooms.

(3) Finally, we hope through this component to develop in the students (a) an awareness of issues in need of research and experimentation and (b) a desire to continue carrying out such research and experimentation throughout their professional careers.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

ADDITION OF ONE COMPONENT

Department: MODERN LANGUAGES

Course Number: 600

Title: Advanced French Usage; Language Analysis ; The Structure of French I ;

Seminar in Applications to Second Language Acquisition and Teaching I ;

Description: Experimentation and Research in Language Teaching.

Description: See attached sheets. A-1

Credit Hours: 10

Vector: 25-0-0

Prerequisite(s) if any: _____

(as indicated in Calendar)

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- 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: Jim Brumby-Hall Date: Nov 18/76

Faculty Graduate Studies Committee: Jim Brumby-Hall Date: _____

Faculty: J. M. Munro Date: Nov 30/76

Senate Graduate Studies Committee: Tom Whalley Date: 22 Dec 1976

Senate: _____ Date: _____

Course DescriptionFirst Year

D.M.L. 600 (10)

Components and their Description:Advanced French Usage (5 - 10 hours per week)

This component will deal with the cultural context of the French language. It will be based on an examination of the French and French-Canadian contemporary scenes. Its purpose is twofold: first, to investigate the relationship between language and culture, to seek ways of presenting cultural material, to broaden the teachers' understanding of French and French-Canadian culture; second, to enhance the individual's control of French as a spoken and written language. With the latter aim in mind, an extra five hours per week of highly structured conversation classes will be required of those whose competence in French is considered inadequate.

Language Analysis (5)

A practical approach to English/French pronunciation. An introduction to phonetics and the general principles of language analysis. The aim of this component is to acquaint students with a working knowledge of the fundamental principles of language analysis -- primarily phonetics, linked with the applicational value of analytical methods valid for all languages and language pedagogy. The fact that the methods are general in this sense will aid those teachers of French who have neither French nor English backgrounds and, also, those whose pupils are of a non-French/non-English linguistic background.

The Structure of French I (5)

A general comparison of certain facets of the grammars of spoken and written French, together with a study of their pedagogical implications for teaching a curriculum whose objectives include competence in speaking, reading and writing.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

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CALENDAR INFORMATION:

Department: MODERN LANGUAGES

Course Number: 601

Title: Advanced French Usage ; Contrastive Study of French and English;
The structure of French II; Seminar in applications to Second Language
Acquisition and Teaching II; Technological Aids in Language Teaching.

Description: See attached sheet: A-3

Credit Hours: 10

Vector: 25-0-0

Prerequisite(s) if any: _____

as per calendar

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- 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: Ann Brunsch-Han Date: Nov 24/76

Faculty Graduate Studies Committee: Ann Brunsch-Han Date: _____
J. M. Munro Date: Nov. 30/76

Senate Graduate Studies Committee: Jon Wheatley Date: 22 Dec 1976

Senate: _____ Date: _____

D.M.L. 601 (10)

Components and their Description:

Advanced French Usage (5 - 10)
as in the first year

Contrastive Study of French and English (5)

A study and specification of the difficulties that face the English-speaking teacher and pupil in approaching French as a target language. The structural contrasts will cover phonological, morphological, syntactical and semantic organization.

The Structure of French II (5)

A detailed examination of a structural description of French grammar which can itself be used for the articulation of pedagogical grammars and presentations aimed at teaching oral, written and reading competence in the school classroom.

Seminar in Applications to Second Language Acquisition
and Teaching II (5)

As in the first year, but with emphasis on the pedagogical implications as they affect the teacher and his/her teaching.

Technological Aids in Language Teaching (5)

Principles and practice of the use of the language laboratory, radio, television, visual aids and programmed learning in second language teaching.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

DELETION OF ONE COMPONENT

Department: MODERN LANGUAGES Course Number: 602
Title: Advanced French Usage; French as the Language of Instruction
The Structure of French III; Language Testing, Grading and Evaluation
Description: See A-2

Credit Hours: 10 Vector: 20-0-0 Prerequisite(s) if any: as per calendar

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: When will the course first be offered:
How often will the course be offered:

JUSTIFICATION:

See rationale for Addition of one component in DML 600

RESOURCES:

Which Faculty member will normally teach the course:
What are the budgetary implications of mounting the course:

Are there sufficient Library resources (append details):

- 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: [Signature] Date: Nov 18/76

Faculty Graduate Studies Committee: [Signature] Date:

Faculty: J. M. Munro Date: Nov. 30/76

Senate Graduate Studies Committee: [Signature] Date: 22 Dec 1976

Senate: [Signature] Date:

Third Year

D.M.L. 602 (10)

Components and their Description:Advanced French Usage (5 - 10)

As in the preceding years, but in content aiming at a synthesis of cultural knowledge as this relates to France and French-Canada. This component maintains the second of its initial objectives, namely to improve, when necessary, the student's control of spoken and written French.

French as the Language of Instruction (5)

Programming the use of French as the language of instruction in the classroom.

The Structure of French III (5)

A practical and analytical approach to the study of variants in the grammar and vocabulary of French as characteristic of specific types of usage and as an introduction to the notions of dialects and styles. This component aims at giving the student a knowledge of the basic stylistic possibilities of French and at providing him with a sufficient basis for organizing the progression through French structures and vocabulary in his teaching of French as a second language.

Language Testing, Grading and Evaluation (5)

Principles and practice of the construction and administration of second language tests, and of grading and evaluation.

RATIONALE:

The rationale for dropping micro-teaching as a requirement for the Seminar in Applications in the MAT-F is that many of the students do not need it and most of them dislike it rather strongly. Micro-teaching will continue to be possible, but on an optional basis or as directed for particular students by the MAT-F Committee.