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gradstudies@sfu.ca  
www.sfu.ca/grad

MEMORANDUM

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ATTENTION Senate  
FROM Jeff Derksen,  
Chair of Senate Graduate Studies  
Committee (SGSC)  
RE: New Course Proposals

DATE March 19, 2020



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**For information:**

Acting under delegated authority at its meeting of March 3, 2020, SGSC approved the following new courses, effective **Fall 2020**:

**Faculty of Applied Sciences**

School of Mechatronic Systems Engineering

- 1) New course: MSE 804 Graduate Seminar

**Faculty of Arts and Social Sciences**

Department of Economics

- 2) New course: ECON 984 Comprehensive Examination in Econometrics

School for International Studies

- 3) New course: IS 879 Career Development Seminar

School of Public Policy

- 4) New course: PLCY 835 Extended Policy Analysis

**Faculty Communication, Art and Technology**

Publishing Program

- 5) New course: PUB 631 Graphic Design: The Page and the Screen
- 6) New course: PUB 638 Design Awareness in Publishing Processes and Products
- 7) New course: PUB 648 Publishing and Social Change
- 8) New course: PUB 655 Online Marketing for Publishers
- 9) New course: PUB 656 Institutional and International Event Planning and Management

**Faculty of Education**

- 10) New course: EDUC 719 Leadership Research
- 11) New course: EDUC 889 Educational Leadership Research Project

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at <https://docushare.sfu.ca/dsweb/View/Collection-12682>

MEMORANDUM

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Attention Dr. Jeff Derksen Date Feb 10, 2020  
Dean, Graduate Studies

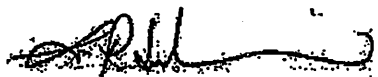
From Dr. Parvaneh Saeedi [psaeedi@sfu.ca](mailto:psaeedi@sfu.ca)  
Faculty of Applied Science, Graduate Studies Committee

Re: FAS- MSE New Graduate Seminar Course

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The faculty of Applied Sciences Graduate Studies Committee would request for creating a new course: MSE 804- Graduate Seminar. We request this course to become effective from fall 2020.

Best Regards,



Parvaneh Saeedi,  
Faculty of Applied Science, Graduate Studies Committee

## Cover Memo to SGSC

To: Senate Graduate Studies Committee

From: Dr Patrick Palmer, GPC Mechatronic Systems Engineering

Re: New Graduate Seminar Course

Date: Feb. 10, 2020

The following new graduate course (MSE 804) and associated program change have been approved by the Faculty of Mechatronic Systems Engineering and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Fall 2020. Please include them on the next SGSC agenda.

The overarching rationale for the change in the program requirements and this new course is to address concerns regarding the integration of graduate students of different disciplines into the multidisciplinary graduate program offered by MSE and to attach students to the wider SFU graduate program noting that MSE is housed in the shared space of SFU Surrey.

~~*Program changes to MAsc in Mechatronic Systems Engineering*~~

~~*Program changes to PhD in Mechatronic Systems Engineering*~~

### **New course: MSE 804**

Please see the attached documents. In summary, the new course is a Seminar Course with an obligation of 60% attendance and seminar presentation of thesis work. The obligation requires the program changes as requested above.



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Faculty Graduate Chair

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>MSE</b>	Number (eg. 810) <b>804</b>	Units (eg. 4) <b>0</b>
Course title (max. 100 characters) <b>Graduate Seminar</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Graduate Seminar</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) An opportunity to develop skills in presentation and discussion of research topics in a public setting. Seminars will be conducted on a continuing basis with three interspersed streams: 1) graduate student presentations, 2) internal faculty presentations, and 3) external invited speaker presentations. The preferred timing is close to and before scheduled thesis defence dates and close to their thesis proposal (PhD students only). Graded on a Satisfactory/Unsatisfactory basis.		
Rationale for introduction of this course To provide graduate students with exposure to a variety of research projects and activities in order to enrich their academic experience. It will be an opportunity to meet with graduate students within the school and familiarize themselves with internal research activities, as well as the research of external invited speakers.		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>1 hour/week for 13 weeks</b>	
Frequency of offerings/year <b>Twice (Fall and Spring)</b>	Estimated enrollment per offering <b>15</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>None</b>		
Prerequisite and/or Corequisite <b>None</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total repeats allowed? <b>1</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Dr Woo Soo Kim</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

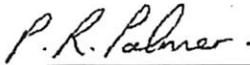
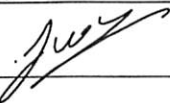
## CONTACT PERSON

Academic Unit / Program <b>MSE</b>	Name (typically, Graduate Program Chair) <b>Dr Patrick Palmer</b>	Email <b>patrick_palmer@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee <b>Dr Patrick Palmer</b>	Signature 	Date <b>Feb. 10, 2020</b>
Department Chair <b>Dr Edward Park</b>	Signature 	Date <b>Feb. 10, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

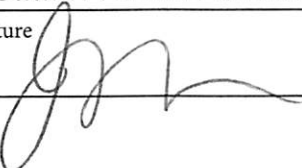
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Parvaneh Saeedi</b>	Signature 	Date <b>Feb 10, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
 Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

**Graduate Course Information Form**  
**Simon Fraser University**  
**School of Mechatronic Systems Engineering**

**Date:** 31 January 2020

**Course number:** MSE 804

**Course title:** Graduate Seminar

**Instructor:** Dr Woo Soo Kim (Course instructor can be rotated from the faculty members in MSE).

**Frequency of course offering:** Fall Semester and Spring Semester

**Course description:**

**Objective:** The purpose of the graduate seminars is to provide graduate students with exposure to a variety of research projects and activities in order to enrich their academic experience. Seminars can be an opportunity to meet with graduate students within the department and familiarize themselves with internal research activities as well as the research of external invited speaker's. An opportunity will be given to graduate students to develop skills in presentation and discussion of research topics in a public setting. Seminars will be conducted on a continuing basis with three interspersed streams: 1) graduate student presentations, 2) internal faculty presentations, and 3) external invited speaker presentations.

**Guidelines:** All registered graduate students must participate as part of the required program of study. Mandatory requirements: one seminar course for MSc students during their studies, and two seminar courses for PhD students during their studies. Regular attendance in the seminar course is required and shall be monitored by the Graduate Program Assistant. In addition to regular attendance, Master's-level students are required to make one seminar presentation before the end of their program. PhD candidates are required to make two presentations; one close to their thesis proposal and another at some time prior to their thesis defense to provide a summary of the thesis work and findings. In all cases, seminar presentations must be completed prior to scheduling defense dates. The topic must be related to the student's current thesis or project. Students should obtain the approval of their supervisor prior to planning a presentation.

Each student shall submit a Title and an abstract to the Instructor one month prior to the seminar presentation to allow advertisement. A presentation will not be permitted if this requirement is not met. It is the responsibility of the student to ensure scheduling of their seminar course and presentation at an appropriate time.

### **Evaluation**

The required component is to obtain a passing grade in the seminar course or courses. This grade will be assigned only after it has been determined that a student has met the conditions for the presentation(s) and the attendance requirement. Regular attendance at seminar presentations as monitored by the Graduate Program Assistant is determined by attendance records over 60% (e.g. minimum 8 times of attendance for 13-week schedule).

### **Presentation requirements**

Students are responsible for ensuring that their presentation meets the time requirements. Students should anticipate that questions will be asked by both students and faculty members in attendance. The presentation must be about or directly related to the students thesis or project work.

### **Textbook:**

- N/A

### **Recommended readings:N/A**

### **Prerequisites: N/A**

### **Grading: Satisfactory/Unsatisfactory.**

#### **Satisfactory is defined as:**

- **Attendance (Over 60% attendance or 8/13 weeks)**
- **Presentation (Of thesis defense standard including answering a few questions)**

**Does the course have a project? No**

### **Teaching competency:**

Course instructor can be circulated among the faculty members in the department.



FACULTY OF  
ARTS AND SOCIAL SCIENCES

MEMO

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Academic Quadrangle  
Room 6164

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778-782-4967 (Tel)

[sean\\_zwagerman@sfu.ca](mailto:sean_zwagerman@sfu.ca)  
[www.sfu.ca/fass](http://www.sfu.ca/fass)

ATTENTION: Jeff Derksen, Dean  
Graduate & Postdoctoral Studies

FROM: Sean Zwagerman, Chair  
Faculty of Arts and Social Sciences Graduate Studies Committee

RE: Course Changes under Delegated Authority

DATE: February 5, 2020

Dear Jeff,

The following were approved by the Faculty of Arts and Social Sciences Graduate Studies committee at their meeting on February 4, 2020, and are forwarded to the Senate Graduate Studies Committee for approval. Please include them on the next SGSC agenda.

**1. School of Public Policy**

- a) ~~Calendar entry change, PLCY's M.A.~~
- b) The new course, PLCY 835

**2. Department of Economics**

- a) ~~Calendar entry change, ECON's PH.D.~~
- b) The new course, ECON 984

**3. School for International Studies**

- a) The new course, IS 879
- b) ~~The program suspension, LAS Graduate Certificate~~

**4. Department of Psychology**

- a) ~~Calendar entry change, Clinical Neuropsychology Track~~

These curriculum items should be effective for Fall 2020.

Sean Zwagerman  
Associate Dean, Faculty of Arts and Social Sciences



SFU

MEMO

ATTENTION Sean Zwagerman, Chair, FASSGSC

FROM Alexander Karaivanov, Graduate Chair,  
Dept. of Economics

RE Curriculum changes

DATE January 8, 2020

At its meeting on November 28, 2019, the Department of Economics approved the following graduate program changes:

1. Calendar change to the Economics PhD program - addition of new graduate course, ECON 984 Comprehensive Examination in Econometrics. Revised calendar entry and rationale are attached.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee. Thank you in advance.

Sincerely,



Alexander Karaivanov  
Graduate Chair  
Department of Economics

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>ECON</b>	Number (eg. 810) <b>984</b>	Units (eg. 4) <b>0</b>
Course title (max. 100 characters) <b>Comprehensive Examination in Econometrics</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Comp Exam: Econometrics</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description)  Written comprehensive examination in econometrics. Normally taken in the Summer term of the first year of the PhD program. Examination is graded satisfactory/unsatisfactory. Students have two attempts to pass the exam.		
Rationale for introduction of this course  Offering an econometrics PhD comprehensive exam in the Summer term of the first year of PhD, as an option alongside the existing macroeconomics and microeconomics comprehensive exams (ECON 985 and 986) will balance and enhance the PhD program. Students will be required to complete only two of ECON 984, 985 or 986 chosen in consultations with supervisor.		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>n/a</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>10</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>none</b>		
Prerequisite and/or Corequisite <b>Prerequisite: ECON 838</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>none</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Xiaoting Sun, Dongwoo Kim</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course none



**CONTACT PERSON**

Academic Unit / Program <b>Economics</b>	Name (typically, Graduate Program Chair) <b>Alexander Karaivanov</b>	Email <b>econgchr@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee <b>Alexander Karaivanov</b>	Signature 	Date <b>Jan 6, 2020</b>
Department Chair <b>Nicolas Schmitt</b>	Signature 	Date <b>Jan 7, 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

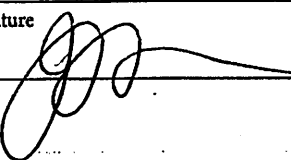
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>JEAN ZWAGERMAN</b>	Signature 	Date <b>5 FEB. 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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**ADMINISTRATIVE SECTION (for DGS office only)**

Library Check: \_\_\_\_\_  
 Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

# ECON 984 Comprehensive Examination in Econometrics

- COURSE TIMES + LOCATION:  
Location: TBA

- PREREQUISITES:  
ECON 837, ECON 838.

## Description

### CALENDAR DESCRIPTION:

Written comprehensive examination in econometrics. Normally taken in the summer term of the first year of the PhD program. Graded on a satisfactory/unsatisfactory basis.

### GRADUATE STUDIES NOTES:

Important dates and deadlines for graduate students are found here: [http://www.sfu.ca/dean-gradstudies/current/important\\_dates/guidelines.html](http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html). The deadline to drop a course with a 100% refund is the end of week 2. The deadline to drop with no notation on your transcript is the end of week 3.

### REGISTRAR NOTES:

SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

**TO** Sean Zwagerman, Chair, FASSGSC  
**FROM** Nicole Jackson, Graduate Chair, School for International Studies  
**SUBJECT** Curriculum changes to International Studies programs  
**DATE** January 16<sup>th</sup>, 2020

At its meeting of January 13<sup>th</sup>, 2020, the School for International Studies approved the following curricular program changes (Effective term: Fall 2020):

- New Course Proposal: IS 879

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Please let me know if you have any questions.

Sincerely,



Nicole Jackson

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>IS</b>	Number (eg. 810) <b>879</b>	Units (eg. 4) <b>2</b>
Course title (max. 100 characters) <b>Career Development Seminar</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Career Development Seminar</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Seminar incorporating a variety of professional development, networking, and skills-building activities. Elective course for MA students in International Studies. Graded on a satisfactory/unsatisfactory basis.		
Rationale for introduction of this course This seminar will help to formalize, coordinate, and build upon a number of professional development activities that are already underway in the School for International Studies.		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>2 hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>15</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>None</b>		
Prerequisite and/or Corequisite <b>None</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Elizabeth Cooper, Christopher Gibson, Nicole Jackson, Brenda Lyshaug, Tamir Moustafa, Gerardo Otero, Irene Pang, Jason Stearns
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

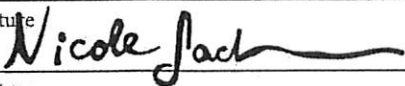
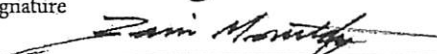
## CONTACT PERSON

Academic Unit / Program School for International Studies	Name (typically, Graduate Program Chair) Nicole Jackson, Tamir Moustafa	Email nicole_jackson@sfu.ca; tmoustafa@sfu.ca
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee Nicole Jackson	Signature 	Date January 13, 2020
Department Chair Tamir Moustafa	Signature 	Date January 13, 2020

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee SEAN ZWAGERMAN	Signature 	Date 5 FEB. 2020
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date MAR 16 2020
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
 Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

SIMON FRASER UNIVERSITY  
**IS 879 Career Development Seminar (2 credits)**

**Instructor:** Dr. Nicole Jackson

**Prerequisites:** None

This discussion seminar provides students with concerted exploration into their professional development by offering practical tools for more specifically outlining their job-seeking aspirations while still in the midst of their graduate studies. This course serves as a dedicated time for goal-setting, with the invaluable advantage of exposing students to peer-to-peer learning through shared inquiry and experience, as facilitated by the Coordinator, Professional Development and Academic Services, in the School for International Studies.

Rather than situating the learning provided in academic literature, this is an applied course which curates support offerings from various already existing services across the university, customizing their delivery to suit the viewpoint of the International Studies discipline and the collective needs of each particular cohort. Because of this, the course relies heavily on active participation from students – and its value will be more fully realized by students who bring their active curiosities into shaping the collaborative dialogue which will arise.

The class will meet for two hours each week. The course discussion content is divided into two further categories: career readiness skills and exposure to substantive career options. In alternating weeks, students will take part in skill-building and skill-refining workshops, and then speak with visiting professionals working within varying arenas that pertain to international security, development, and diplomacy.

The final outcome includes the construction of a distinct curriculum vitae, matched to an actual job posting as identified by each individual student.

**Grading Structure:** This is an S/U course, noted as “Satisfactory” and “Unsatisfactory” on transcripts. To receive a “Satisfactory” grade, students must attend all weekly seminars, participate actively, and submit a completed CV, along with the professional position to which it is tailored.

Students Build Their Seminar - oral presentations	15%
CV submission	45%
CV peer review	15%
Seminar participation	25%

**Course Materials:** No required texts. Additional materials will be provided via email communication, sent to the full cohort in advance of weekly seminars in which they will be used.

**Weekly outline:**

- WEEK 0 – MAIS Orientation to Professional Development Supports & Overview of Seminar
- WEEK 1 – Why the International?
- WEEK 2 – Online Story Teller: Clarifying your Stories and Sketching a Personal Statement
- WEEK 3 – The Inter-Governmental Lens: Is a Career with the UN Right for You? with Guests
- WEEK 4 – Grant Writing 101
- WEEK 5 – The Foreign Service: Examining the Diplomatic Life, with Guests
- WEEK 6 – Online Story Teller: Exploration Plan
- WEEK 7 – Midpoint: Students Build their Seminar & Networking Tips
- WEEK 8 – Upholding the Rules: Careers in Government, with Guests
- WEEK 9 – Making use of Information Interviews
- WEEK 10 – Approaching the Finish Line: Students Build their Networks
- WEEK 11 – Project Management and Transferrable Skills
- WEEK 12 – Follow Your Community: Working for Non-Profits and NGOs, with Guests
- WEEK 13 – Application Time!



**To:** Sean Zwagerman, Chair of FASSGSC

**From:** John Richards, graduate chair, School of Public Policy

**Date:** 17 January 2020

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At its meeting of 8 January 2020, the faculty of the School of Public Policy approved the following curriculum change proposal and addition of a new course. Please place these proposals on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Accompanying this cover memo are two documents:

- ~~*A curriculum change proposal.* The change would enable the School of Public Policy to add a course-only option, a substitute to the present option requiring a capstone. Students pursuing the course option would take an additional elective course and a mandatory new course (PLCY835) that entails preparation of a major policy analysis of a selected topic. The intent is that the majority of students continue to prepare capstones; selection of the course-only option would require approval of the director. All students would continue to take a minimum total of 14 courses.~~
- *A new course proposal.* The new course document describes the proposed PLCY835.

An independent piece of student research, under faculty supervision, is the traditional foundation of a graduate degree. However, we are acknowledging that some students are pursuing the MPP as a professional degree, with limited interest in undertaking academic policy analysis. They want to learn techniques of policy analysis and learn the major policy dilemmas in particular policy areas. We anticipate many of those seeking permission to take the course-only option already have professional jobs and thus the value added of the capstone is not large. However, to ensure all students undertake independent analysis we propose PLCY835 as a requirement that will require students pursuing the course-only option to undertake a substantial extended essay on a public policy subject approved by the instructor.

We propose to make this curriculum change applicable to students admitted for 2020-03.

*John Richards*

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>PLCY</b>	Number (eg. 810) <b>835</b>	Units (eg. 4) <b>5</b>
Course title (max. 100 characters) <b>Extended Policy Analysis</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Extended Policy Analysis</b>		
<p>Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description)</p> <p>The purpose is to enable students to undertake an extended policy analysis of a topic. While original research is not expected, the analysis will state a problem, review and analyze relevant literature and data, describe potential policy options and evaluate them with appropriate criteria. The policy research paper does not need to be submitted to the library.</p>		
<p>Rationale for introduction of this course</p> <p>For students who are undertaking a "course only" option. It provides the occasion to undertake an extended policy analysis.</p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>4 hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>12</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite Prerequisite: PLCY 802, PLCY 804, PLCY 806, PLCY 807 and approval of the department.		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Typically, one faculty member will teach this course. If enrollment exceeds 10 students, we will organize two sections.
Additional faculty members, space, and/or specialized equipment required in order to offer this course No additional faculty, space, or specialized equipment required.

**CONTACT PERSON**

Academic Unit / Program <b>Public Policy</b>	Name (typically, Graduate Program Chair) <b>John Richards</b>	Email <b>jrichard@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee <b>John Richards</b>	Signature <i>John Richards</i>	Date <b>28 Jan 2020</b>
Department Chair <b>Nancy Olewiler</b>	Signature <i>Nancy Olewiler</i>	Date <b>28 Jan 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by PGSC to the chairs of each PGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>SEAN ZWAGELMAN</b>	Signature <i>Sean Zwagelman</i>	Date <b>5 FEB. 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature <i>Jeff Derksen</i>	Date <b>MAR 16 2020</b>
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ADMINISTRATIVE SECTION (for DGS office only)  
 Library Check: \_\_\_\_\_  
 Course Attribute: \_\_\_\_\_  
 Course Attribute Value: \_\_\_\_\_  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

## **PLCY 835 Extended Policy Analysis**

### **COURSE OBJECTIVES AND EDUCATIONAL GOALS**

The objective of PLCY 835 is to enable students to undertake an extended policy analysis of a topic of their choice. While original research is not expected, students will apply the principles and techniques of policy analysis covered in previous MPP courses to a current policy issue chosen in consultation with the instructor and produce a policy analysis report of 5000 to 6000 words.

The policy analysis report must demonstrate that the student is able to:

- Set out and define a policy problem;
- Use data, research and information to analyze a problem including its causes;
- Identify relevant societal and governmental objectives;
- Determine appropriate policy options;
- Use research and data to forecast impacts of policy options;
- Analyze policy options on a comparative basis using appropriate criteria and measures;
- Rank policy options and select the best alternative;
- Communicate the results of policy analysis.

The School of Public Policy has eight defined 'Educational Goals' for the program (see '*SPP Educational Goals*' below). The policy analysis report directly supports the first six of these goals and the final two through discussion in the seminars of the course.

#### ***SPP Educational Goals:***

- 1. Apply an understanding of how public policy is framed in terms of institutions, ideas, and interests;*
- 2. Apply theoretical and empirical research to the critical analysis of policy issues based on societal objectives of a modern democratic state;*
- 3. Demonstrate competence and literacy in quantitative, qualitative, and mixed methods;*
- 4. Collect, organize, and integrate information from individuals, organizations, government agencies, and communities into policy analysis;*
- 5. Conceptualize, undertake, and complete, with original research, a major policy analysis project;*
- 6. Demonstrate communication skills tailored to a variety of audiences;*
- 7. Undertake collaborative analysis and apply professional and decision-making skills in group settings; and*
- 8. Use practical workplace and networking skills to be adaptive and successful in pursuing diverse opportunities in local, national and international working environments.*

## **COURSE FORMAT, REQUIREMENTS, AND STUDENT GRADING PHILOSOPHY**

Class sessions are in a seminar format requiring a high level of student participation. Students will develop their policy problem and analysis in consultation with the faculty member teaching the course, and with feedback from other students in the seminar. Students will present their work in seminars throughout the class.

## **ASSIGNMENTS**

The main requirement for the course is the policy analysis report (75% of the term mark). Interim reports are as follows:

- Terms of reference and work plan for the report (5% of term mark);
- Literature review (10%);
- Specification of policy options, criteria and measures for analysis (10%)

## **COURSE TEXTS**

Bardach, Eugene. *A Practical Guide for Policy Analysis*. Chatham House Publishers, 2000.

Dunn, William. *Public Policy Analysis: An Introduction*, 4<sup>th</sup> ed. Pearson-Prentice Hall, 2008. Chapters 1 and 3.

MacRae, Duncan Jr. and Dale Whittington. *Expert Advice for Policy Choice: Analysis and Discourse*. Georgetown University Press, 1997.

Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. *Basic Methods of Policy Analysis and Planning*. Prentice-Hall, 2013.

Smith, Catherine F. (2005) *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. Oxford University Press, 2016.

## **COURSE SCHEDULE**

After a review of policy analysis methodology, students will present their research themes for discussion and feedback from the instructor and each other. The organization and timing of requirements will be determined by the instructor and communicated to the students at the beginning of the semester.



## MEMORANDUM

<b>ATTENTION:</b>	Senate Graduate Studies Committee
<b>FROM:</b>	Philippe Pasquier, Chair, FCAT Graduate Studies Committee
<b>RE:</b>	Masters of Publishing Program Changes and New Courses
<b>DATE:</b>	February 20, 2020

FCAT GSC has voted to approve the following changes to the Masters of Publishing Program:

- ~~Course based option for the program.~~
- New graduate course proposals to support the course-based option:
  - PUB 631
  - PUB 638
  - PUB 648
  - PUB 655
  - PUB 656

Please put this item on the next SGSC agenda. In addition to this memo, please find enclosed the respective supporting documents.

Sincerely,

Philippe Pasquier, Ph.D.  
Associate Dean, Academic, FCAT  
Chair, FCAT Graduate Studies Committee

cc Juan Pablo Alperin, Graduate Program Chair, PUB

stw/PP

21 February 2020

TO: Senate Graduate Studies Committee

RE: Adding course-based option to Masters of Publishing

*Publishing Program*

Simon Fraser University  
515 West Hastings Street  
Vancouver, BC  
V6B 5K3

<http://publishing.sfu.ca>

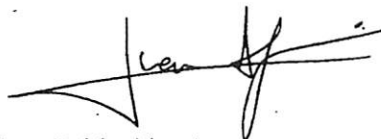
Dear Colleagues,

The following program changes and corresponding new course additions have been approved by the Publishing Program Graduate Program Committee and by the Faculty of Communication, Art and Technology Graduate Chairs and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for September 2021. Please include them on the next SGSC agenda.

The proposed change seeks to add a course-based option for the Masters of Publishing Program as an alternative to the exiting Project Report option that currently serves as the program's capstone.

To package before you includes edits to the academic calendar entry to allow for this option as well as the addition of 5 new graduate courses for the students to choose from. These are:

- ~~PUB 631 – *Graphic Design: The Page and the Screen*~~
- ~~PUB 638 – *Design Awareness in Publishing Processes and Products*~~
- ~~PUB 648 – *Publishing and Social Change: Tech, Texts, and Revolution*~~
- ~~PUB 656 – *Institutional and International Event Planning and Management*~~
- ~~PUB 655 – *Online Marketing for Publishers*~~



Juan Pablo Alperin  
Assistant Professor, Publishing  
Graduate Program Chair, Publishing  
Simon Fraser University

# New Graduate Course Proposal

Course Subject (eg. PSYC) PUB	Number (eg. 810) 631	Units (eg. 4) 4
Course title (max. 100 characters) Graphic Design: The Page and the Screen		
Short title (for enrollment/transcript - max. 30 characters) Graphic Design		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Students propose, create, produce, and defend a publication design project, which contributes to the development and understanding of the role of graphic design in society.		
Rationale for introduction of this course Offer a course-based option for the Masters of Publishing Program		
Term of initial offering (eg. Fall 2019) Fall 2020	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year 1/year	Estimated enrollment per offering 2	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? 0	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: PUB431. Grad students be expected to have a longer final report and to have a more complex publication design project. Also held to stricted/higher standard of writing.		

\* See important definitions on the curriculum website.



**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Mauve Pagé</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

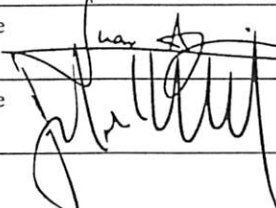

**CONTACT PERSON**

Academic Unit / Program <b>Publishing</b>	Name (typically, Graduate Program Chair) <b>Juan Pablo Alperin</b>	Email <b>jalperin@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

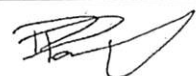
Graduate Program Committee <b>Juan Pablo Alperin</b>	Signature 	Date <b>November 24, 2019</b>
Department Chair <b>John Maxwell</b>	Signature 	Date <b>Jan 22, 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

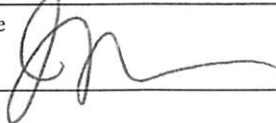
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Philippe Pasquier</b>	Signature 	Date <b>February 18, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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ADMINISTRATIVE SECTION (for DGS office only)	
Library Check: _____	
Course Attribute: _____	If different from regular units:
Course Attribute Value: _____	Academic Progress Units: _____
Instruction Mode: _____	Financial Aid Progress Units: _____
Attendance Type: _____	

Graphic Design:  
The Page and the Screen

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PUB 431 / 631

LOCATION & TIME	LECTURES <i>Thursdays 12:30 – 14:20,</i> Room 1505	LABS <i>Thursdays: 14:30–16:20,</i> Room 2960 <i>* There are no labs the first day of class (Sept 06).</i>
INSTRUCTOR	<i>Mauve Pagé</i>	Email: <a href="mailto:mpage@sfu.ca">mpage@sfu.ca</a> Office: HC 3584
PREREQUISITES	For PUB 431: PUB 331 OR PUB 332.	
COURSE DESCRIPTION	With digital technologies, we are pushed to ask what is a publication (form/content), and, within the context of this class, what is the role of designers in publishing. This course mixes research and design practice to investigate and experiment with the idea of publications from a designer's point of view. This is a hands-on course divided into a lecture and a lab session each week. Through lectures, field trips, projects, required readings, and critiques, students examine and experience the role of designers as authors, producers, and publishers, as well as play with the materiality of publications. During the period of this course, the formal constructs of publications as well as their conceptual potential are explored, decoded and reinterpreted. Using the design process, students propose, create, produce, and defend a publication design project, which contributes to the development and understanding of the role of graphic design and designers in society and in publishing.	
LEARNING OUTCOMES	<ul style="list-style-type: none"><li>· Explore different models of publishing</li><li>· Experiment with unique aesthetics and affordances of print and digital environments</li><li>· Discuss the roles of designers in the publishing process</li></ul>	
REQUIREMENTS	Students are required to complete each project, attend and participate in lectures and tutorials, and to keep up with the assigned readings. Students create, design, lay out, typeset, and produce prototypes for a range of projects, and prepare production specifications. An intermediate knowledge of Adobe Creative Suite (InDesign, Illustrator, and Photoshop) is mandatory.	

*Students will need:*

- sketchbook
- a selection of pencils, pens, markers
- x-acto knife and/or scissors
- ruler
- printing budget

**ATTENDANCE** Regular and punctual attendance of lectures and lab sessions is mandatory. Late arrivals, early departures, prolonged breaks and absences are subject to disciplinary action, which may be in the form of a reduction in your final grade, failure of the course, and/or dismissal from the course. Students may be asked to sign in at the beginning of each lecture and lab session. It is the responsibility of the students to make sure that their attendance is recorded.

Students are expected to participate in class: engage with & discuss the weekly readings with each other and the instructor, as well as participate in class project decisions.

**COURSE EVALUATION** Students' performance evaluation is based on project and exercise work, intermediate and final iterations, written work, attendance and punctuality, and a presentation. Marks awarded in this course are expected to correspond to established university-wide practices in both their levels and their distribution. In addition, the course will also follow Policy 110.02 with respect to "Intellectual Honesty" and "Academic Discipline." For further details, please refer to the current SFU calendar and the section entitled "General Regulations." Reading assignments will come from Canvas.

**GENERAL PROJECT EVALUATION, RESEARCH & WRITING**

- EVALUATION**
- *Research*: scope; relevance; quality of analysis
  - *Writing*: quality of the written creative brief, projects, and rationale(s)

**DESIGN IMPLEMENTATION**

- *Evidence* (both in quantity & quality) of explorations (process iterations)
- *Relevance* of the concept and approach
- *Fulfilment* of project objectives

PROJECT EVALUATION (CONTINUED)	<b>CONCEPT &amp; PROCESS</b> <ul style="list-style-type: none"><li>• <i>Visual concept:</i> Relevant design interpretation of the concept; Design serves, is visible to and appeals to identified audience</li><li>• <i>Composition:</i> Effective application of design principles and aesthetic quality; Coherent use of design elements throughout the design; Design of individual pages and spread layout; Grids (or non-grid based) composition, margins and white space; Appropriate choice of imagery; Navigation (placement page numbers, etc.)</li><li>• <i>Cohesiveness:</i> Unity of composition and aesthetics; Flow and focus of the layouts; Imagery, typography &amp; concept are unified; Immediate aesthetic impact and ability to communicate content</li><li>• <i>Typography:</i> Appropriate selection of typography and application of typographic principles (font choice, hierarchy, readability, expression, flow, etc.); Detailed typesetting considerations (type size, line-length, letterspacing, leading, absence of errors such as widows, orphans, double spaces, prime, etc.)</li></ul>
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**PRESENTATION | MANAGEMENT**

- *Presentation:* Technical competence (all files printed, laid out or trimmed correctly); Completion of projects to acceptable standards (all deliverables submitted); Creative brief and rationale designed. Student information on all deliverables
- *Management:* Tutorials attendance; Intermediate deadline compliance; Engagement and participation

ASSIGNMENTS	All assignments are to be handed-in on the date and time specified in the weekly schedule. Late submissions may be accepted for marking, however, 10% per day of lateness will be deducted from the grade to a maximum of three days. To be accepted, late submissions have to be delivered in person to the instructor's office (Room HC 3584) and submitted through Canvas to be time "stamp". Assignments delivered four days late will be given a zero grade. In exceptional circumstances, options may be considered for documented medical reasons or other extenuating circumstances. All projects and exercises must be satisfactorily completed to pass this course.
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*Note: This course require that projects are printed; ensure sufficient budget.*

GRADE BREAKDOWN	· Publication design project · 35%
	· Marketing & exhibition (group project) · 10%
	· Final report · 15%
	· Journaling · 15% (3 × 5%)
	· Pecha Kucha presentation · 10%
	· Peer-review & critiques · 10% (2 × 5%)
	· Participation & peer-evaluation · 5%

Note to students enrolled in PUB631: Graduate students are expected to engage more thoroughly with the materials and produce a more complex publication design project than their undergraduate peers. Graduate students will also be asked to defend their projects in a presentation during the exhibition opening.

READINGS Reading assignments will come from handouts (PDFs) and websites. Check each week's modules on Canvas to access the readings.

PUBLISHING PROGRAM GRADING SCALE	GRADE	%	DESCRIPTION
<p><i>NOTE: Marks awarded in this course correspond to established university-wide practices in both their levels and their distribution. In addition, the course follows Policy T10.02 with respect to "Intellectual Honesty" and "Academic Discipline." For further details, please refer to the current SFU calendar and the section entitled "General Regulations."</i></p>	A+	95-100	Excellent
	A	90-94	
	A-	85-89	
	B+	80-84	Very good
	B	75-79	Good
	B-	70-74	
	C+	65-69	Satisfactory
	C	60-64	
	C-	55-59	Barely satisfactory
	D	50-54	Marginal performance / Barely passing
	F	<50	Fail / Unsatisfactory
	N	N/A	Incomplete
DE	N/A	Deferred	
GN *	N/A	Grade not available	
AE *	N/A	Compassionate pass	

**SCHEDULE** The course presentation and schedule may be subject to change. Students are responsible for fulfilling deadlines as outlined in the original schedule, or as modified by the instructor. There will be no lab sessions scheduled the first week of classes. *Lab sessions will start Sept 13.*

<b>1</b>	06 SEPT	<p><b>Course introduction / project theme</b></p> <ul style="list-style-type: none"> <li>· Class introduction</li> <li>· PROJECT launch</li> </ul>
<b>2</b>	13 SEPT	<p><b>FIELD TRIP: Libby Leshgold Gallery</b></p> <ul style="list-style-type: none"> <li>· Meet at the gallery: Emily Carr University, 520 East 1st Avenue</li> <li>· Exhibit: <i>It's difficult to put a painting in the mailbox: Toward new models of artists' publishing</i></li> <li>· Kay Higgins from Publication Studio Vancouver</li> <li>· DUE Project proposal draft (approx. 300 words)</li> </ul>
<b>3</b>	20 SEPT	<p><b>Indie publishing</b></p> <ul style="list-style-type: none"> <li>· Book Arts, Zines, bit of history</li> <li>· Creation of a public</li> <li>· Indie publishing vs. vanity press vs. self-publishing?</li> <li>· DUE Final project proposal</li> </ul>
<b>4</b>	27 SEPT	<p><b>Designer as . . .</b></p> <ul style="list-style-type: none"> <li>· Artist, author, publisher, producer, etc.</li> <li>· What does that mean for publishing and for your own practice?</li> <li>· <i>Pecha Kucha presentations</i></li> <li>· DUE Journal check</li> </ul>
<b>5</b>	04 OCT (MEET AT 1:30 PM)	<p><b>FIELD TRIP: SFU Special Collection</b></p> <ul style="list-style-type: none"> <li>· Meet at the library, room 7100, W.A.C. Bennett Library, Burnaby Campus</li> <li>· We will meet Melissa Salrin, Head of Special Collections and Rare Books, who will show us some examples of indie and alternative publishing practices.</li> </ul>

6	11 OCT	<b>Marketing &amp; Promotion (combined class with PUB 372)</b> <ul style="list-style-type: none"> <li>· Marketing and promotion for creative entrepreneur (guest faculty: Suzanne Norman)</li> <li>· How will you can promote your project and the exhibit?</li> <li>· DUE Research &amp; writing work-in-progress</li> </ul>
7	18 OCT– 21 OCT	<b>Vancouver Art Book Fair</b> <ul style="list-style-type: none"> <li>· <i>Pecha Kucha</i> presentations</li> <li>· Visit library for exhibition space</li> <li>· Start brainstorming ideas for marketing and exhibit design</li> <li>· Mid-term evaluation of the class (Start/Stop/Continue)</li> <li>· DUE Peer-review 1 (research &amp; writing work-in-progress)</li> </ul> <p>· OCT 18–21 FIELD TRIP: : <i>Vancouver Art Book Fair</i> (Emily Carr University, 520 East 1st Avenue, Vancouver BC): Attend at least one event &amp; visit the exhibitors to investigate their production and process</p>
8	25 OCT	<b>e-literature</b> <ul style="list-style-type: none"> <li>· Bit of history &amp; definition</li> <li>· Interactive fiction, Twine, Wiki, Instant messages</li> <li>· <i>Pecha Kucha</i> presentations</li> <li>· DUE Pitch ideas for marketing and exhibition design (groups in lab)</li> <li>· DUE Journal check</li> </ul>
9	01 NOV	<b>Publications reconceptualized</b> <ul style="list-style-type: none"> <li>· Materiality of publication/Ergodic literature</li> <li>· Digital materiality &amp; storytelling (Guest: Todd Sieling, Denim &amp; Steel)</li> <li>· Multi sensory/3d glasses/space</li> <li>· <i>Pecha Kucha</i> presentations</li> <li>· DUE Design work-in-progress</li> </ul>
10	08 NOV (MEET AT 1:30 PM)	<b>FIELD TRIP: Moniker Press</b> <ul style="list-style-type: none"> <li>· Meet at Moniker Press, at Artscape, 268 Keefer St, Vancouver</li> <li>· Erica Wilk talks about indie publishing, collaborative publishing, and exploring the format of an artist book that integrates design, form and content, as well as get a demo of risograph printing.</li> <li>· DUE Draft of report</li> </ul>



11	15 NOV (MEET AT 1:00 PM)	<b>FIELD TRIP: Black Stone Press + Open Lab</b> <ul style="list-style-type: none"><li>· We'll head to Balck Stone Press for a brief presentation on letterpress printing and metal type, with demo of the press with current projects from the press. (1249 Cartwright Street, Vancouver, BC)</li><li>· LAB: Time to catch up or open topic based on students' interest (possible further bookbinding practice and working on projects)</li><li>· DUE Peer-review 2 (report draft)</li></ul>
12	22 NOV	<b>Project Critique</b> <ul style="list-style-type: none"><li>· Final feedback/critique of publication project</li><li>· DUE Marketing for exhibition</li></ul>
13	29 NOV	<b>Final project</b> <ul style="list-style-type: none"><li>· Finishing touches</li><li>· Set up exhibit</li><li>· DUE Final publication</li><li>· DUE Final exhibition/installation</li></ul>
X	06 DEC	<ul style="list-style-type: none"><li>· DUE Final report</li><li>· DUE Journal check</li></ul>

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>PUB</b>	Number (eg. 810) <b>638</b>	Units (eg. 4) <b>4</b>
Course title (max. 100 characters) <b>Design Awareness in Publishing Processes and Products</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Design Awareness</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>An exploration of fundamental design principles complemented by media-specific approaches to design as a strategic framework in publishing.</b>		
Rationale for introduction of this course <b>Offer a course-based option for the Masters of Publishing Program</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>4 hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>2</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: <b>PUB438. Grad students would have to write a longer essay and do a more complex design project. They would also be held to stricter/higher standards for writing.</b>		

\* See important definitions on the curriculum website.

**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Mauve Pagé</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

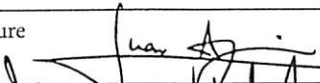

**CONTACT PERSON**

Academic Unit / Program <b>Publishing</b>	Name (typically, Graduate Program Chair) <b>Juan Pablo Alperin</b>	Email <b>jalperin@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee <b>Juan Pablo Alperin</b>	Signature 	Date <b>November 24, 2019</b>
Department Chair <b>John Maxwell</b>	Signature 	Date <b>Jan 22, 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

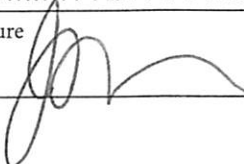
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Philippe Pasquier</b>	Signature 	Date <b>February 18, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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ADMINISTRATIVE SECTION (for DGS office only)	
Library Check: _____	If different from regular units: Academic Progress Units: _____ Financial Aid Progress Units: _____
Course Attribute: _____	
Course Attribute Value: _____	
Instruction Mode: _____	
Attendance Type: _____	

# PUB 438/638 Design Awareness in Publishing Process & Products

LOCATION & TIME	LECTURES	LAB, Room 2960
May 7–June 18, 2018	<i>Mondays</i> 12:30 – 14:20, Room 1425 <i>Wednesdays</i> 12:30 – 14:20, Room 2510	<i>Mondays &amp; Wednesdays:</i> 10:30–12:20 / D1–01 14:30–16:20 / D1–02
INSTRUCTOR/TA	<i>Mauve Pagé</i> Email: mpage@sfu.ca Office hours: HC 3584	<i>Julia Greer Black</i> Email: jgblack@sfu.ca Office hour: TDB
PREREQUISITES	For PUB 438: PUB 231, IAT 102, CMNS 253, and CMNS 354 highly recommended.	
COURSE DESCRIPTION	<p>Design has played and continues to play a central role in the history and current publishing practices, institutions, and products. All designers share “design thinking,” a way of seeing or perceiving the world, a commitment to forethought, and its role in planning human communication and meaning-making. None of the design disciplines refers in its entirety of interest and practice to publishing, yet publishing, in its social role as a cultural and information facilitator has an interest in all of them, as well as in the effective application of design thinking to publishing as a field of endeavour and inquiry.</p> <p>This course provides publishing students with a survey of skills and knowledge grounding design thinking, interrelations between design and the making of knowledge and meaning, team work by and in design, and some well worn principles focusing design constraints and opportunities, problems and solutions.</p>	
LEARNING OUTCOMES	<ul style="list-style-type: none"><li>· Apply the design thinking process to find creative solutions</li><li>· Rapidly experiment and generate ideas</li><li>· Develop prototypes from initial sketches &amp; brainstorming ideas</li><li>· Articulate and synthesize information to communicate effectively and deliberately</li><li>· Analyse critically visual world</li></ul>	
REQUIREMENTS	Students are required to complete each project, attend and participate in lectures and tutorials, and to keep up with the assigned readings.	
ATTENDANCE & PARTICIPATION	Regular and punctual attendance of lectures and lab sessions is mandatory. Late arrivals, early departures, prolonged breaks and absences are subject to disciplinary action, which may be in the form of a reduction in your final grade, failure of the course, and/or dismissal from the course. Students may be asked to sign in at the beginning of each lecture and lab session. <i>It is the responsibility of the students to make sure that their attendance is recorded.</i>	
COURSE EVALUATION	Students’ performance evaluation is based on project and exercise work, intermediate and final iterations, written work, attendance and punctuality, and an essay. Marks awarded in this course are expected to correspond to established university-wide practices in both their levels and their distribution. In addition, the course will also follow Policy 110.02 with respect to “Intellectual Honesty” and “Academic Discipline.” For further details, please refer to the current SFU calendar and the section entitled “General Regulations.”	
READINGS	Reading assignments will come from Canvas.	

**ASSIGNMENTS** All assignments are to be handed-in on the date and time specified in the weekly schedule. Late submissions may be accepted for marking, however, 10% per day of lateness will be deducted from the grade to a maximum of three days. To be accepted, late submissions have to be date-stamped at the Lifelong Learning office (Room 2300 HC) before putting it in the TA's box or submitted through Canvas. Assignments delivered four days late will be given a zero grade. In exceptional circumstances, options may be considered for documented medical reasons or other extenuating circumstances. All projects and exercises must be satisfactorily completed to pass this course.

**GRADES BREAKDOWN**

- Visual Essay • 30%
- Group Project • 30%
- In-class/in-lab exercises • 20%
- 40 Days of Art • 15%
- (four exercises worth 5% each)
- Participation • 5%

*Note to students enrolled in PUB 638:* Graduate students are expected to engage more thoroughly than their undergraduate peers with the class materials, demonstrated through a more complex execution and analysis of their Visual Essay project. Graduate students will not be graded on their class and lab exercises, but rather will be asked to do an in-class presentation on design activism.

**PUBLISHING PROGRAM  
GRADING SCALE**

GRADE	%	DESCRIPTION
A+	95-100	Excellent
A	90-94	
A-	85-89	
B+	80-84	Very good
B	75-79	Good
B-	70-74	
C+	65-69	Satisfactory
C	60-64	
C-	55-59	Barely satisfactory
D	50-54	Marginal performance / Barely passing
F	<50	Fail / Unsatisfactory
N	N/A	Incomplete
DE	N/A	Deferred
GN *	N/A	Grade not available
AE *	N/A	Compassionate pass

*NOTE: Marks awarded in this course correspond to established university-wide practices in both their levels and their distribution. In addition, the course follows Policy T10.02 with respect to "Intellectual Honesty" and "Academic Discipline." For further details, please refer to the current SFU calendar and the section entitled "General Regulations."*

*\* Requires a note from the instructor*

**SCHEDULE** The course presentation and schedule may be subject to change. Students are responsible for fulfilling deadlines as outlined in the original schedule, or as modified by the instructor. There will be no lab sessions scheduled the first week of classes. Lab sessions will start May 10, 2018.

1	7 MAY 2018	Course introduction / Design Thinking BRIEF: 40 DAYS OF ART, <i>final due 18 June</i>
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2	9 MAY 2018	Rethinking Design Thinking Critique & people-centered design approaches READING(S) • <i>Design Thinking</i> , T. Brown • <i>Prototype</i> , A. Galey & S. Ruecker
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• *Designing for Emergence and Innovation*  
G. Van Alstyne & R. K. Logan

~~✎~~ DUE: 40 DAYS OF ART CREATIVE BRIEF & DAY 1  
LAB: Exercise 1

3	14 MAY 2018	<b>Visual Rhetoric 1</b> READING(S) • <i>Practices of Looking</i> (Sturken, Marita) • <i>Rhetorical Handbook</i> (Ehses, Hanno)	BRIEF: VISUAL ESSAY, <i>final due 30 May</i> LAB: Exercise 2
4	16 MAY 2018	<b>Visual Rhetoric 2 + Semiotics</b> READING(S) • <i>Surrogate Multiplicities</i> (Salen, Katie) • <i>Modern Hieroglyphs</i> (Lupton, Ellen)	LAB: Review of roughs for Visual Essay
X	21 MAY 2018	No Class // Long Weekend	
5	23 MAY 2018	<b>Work-in-progress visual essay critique</b> Class feedback & critique of visual essay	BRIEF: GROUP PROJECT, <i>final due 18 June</i> LAB: Exercise 3
6	28 MAY 2018	<b>Guest panel 1 + Group project launch</b> Panel discussion of contemporary publishing industry and discoverability challenges READING(S) • One (or all) of the three readings on interviews	<del>✎</del> DUE: QUESTIONS FOR GUESTS LAB: Visual Essay design feedback
7	30 MAY 2018	<b>Design, representation &amp; the publishing industry</b> READING(S) • TBD	<del>✎</del> DUE: FINAL VISUAL ESSAY LAB: Creative practice
8	04 JUNE 2018	<b>Design Sustainability</b> READING(S) • <i>Birth of Sustainability</i> (Edwards, Andre) • <i>Rethinking Paper &amp; Ink</i> (Ooligan Press)	LAB: Creative practice
9	06 JUNE 2018	<b>Design Activism</b> Exercise 4 (in class intro) READING(S) • <i>First Thing First Manifesto 2000</i> • TBD	LAB: Creative practice

10	11 JUNE 2018	<p><b>Work-in-progress group project critique</b>                  Student present their work-in-progress for class feedback</p>	<p><b>⚡ DUE: GROUP PROJECT WORK-IN-PROGRESS</b></p>
11	13 JUNE 2018	<p><b>Presentation &amp; critique (Exercise 4 or 40 days of art)</b>                  Presentations and feedback TBD</p>	<p><b>LAB: Work on group project</b></p>
12	18 JUNE 2018	<p><b>Guest panel 2 /Final presentations</b>                  ⚡ DUE: FINAL GROUP PROJECT                  ⚡ DUE: FINAL 40 DAYS OF ART</p>	

READING LIST

Bjögvinsson, Erling, Pelle Ehn and Per-Anders Hillgren. "Design Things and Design Thinking: Contemporary Participatory Design Challenges." *DesignIssues*: Vol. 28, No. 3 (Summer 2012): 84–92.

Brown, Tim. "Design Thinking." *Harvard Business Review*: Vol. 86, No. 6 (June 2008): 101–116.

Edwards, Andres R. "Chapter 1: The Birth of Sustainability." *The Sustainability Revolution: Portrait of a Paradigm Shift*, New Society Publishers, Gabriola, B.C., 2005.

Ehshes, Hanno and Ellen Lupton. *Rhetorical Handbook: An Illustrated Manual for Graphic Designers*. Halifax, N.S.: Department of Visual Communication, Nova Scotia College of Art and Design, Second Edition, 1996.

First Things First Manifesto 2000, *Adbuster*, 1999.

Lupton, Ellen and Abbott Miller. "Modern Hieroglyphs." *Design Writing Research*, London, UK: Phaidon Press; Second Edition, 1999: 41–45.

Ooligan Press. "Introduction." *Rethinking Paper & Ink: The Sustainable Publishing Revolution*, Portland, Oregon: Ooligan Press, 2011: 5–10.

Press, Mike. "Working the Crowd: Crowdsourcing as a Strategy for Co-design." *The Handbook of Design Management* (eds: R. Cooper, S. Junginger and T. Lockwood), Oxford, UK: Berg Publishers, 2011: 512-531.

Ruecker, Stan. "A Brief Taxonomy of Prototypes for the Digital Humanities." *Scholarly and Research Communication*: Vol. 6, No. 2 (2015).

Salen, Katie. "Surrogate Multiplicities: In Search of the Visual Voice-Over." *Graphic design and reading: explorations of an uneasy relationship* (ed: Gunnar Swanson), New York City, New York: Allworth Press, 2000: 77–89.

Sturken, Marita and Lisa Cartwright. "Images, Power, and Politics." *Practices of Looking: An Introduction to Visual Culture*. Oxford University Press; Second Edition, 2008: 9–48.

Van Alstyne, Greg and Robert K. Logan. "Designing for Emergence and Innovation: Redesigning Design." *ARTIFACT*. Vol. I, No. 2 (2007): 120–129.

FOR MORE INFORMATION ON:

**Design Thinking**

Liedtka, Jeanne and Tim Ogilvie. *Designing for Growth: A Design Thinking Tool Kit For Managers*. New York City, NY: Columbia University Press, 2011

Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design Thinking: Beyond Brainstorming*, New York City, NY: Princeton Architectural Press 2011

**Semiotics**

Chow, David. *Visible Signs: An Introduction to Semiotics in the Visual Arts*. London, UK: Bloomsbury; Third Edition, 2016

# New Graduate Course Proposal

Course Subject (eg. PSYC) PUB	Number (eg. 810)648	Units (eg. 4)4
Course title (max. 100 characters) Publishing and Social Change: Tech, Texts, and Revolution		
Short title (for enrollment/transcript - max. 30 characters) Publishing and Social Change		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) An exploration of the relationship between publishing and major moments of social and political change, with a focus on how publishing has historically been linked to revolution: democracy, science, abolition, anti-fascism, and feminism.		
Rationale for introduction of this course Offer a course-based option for the Masters of Publishing Program		
Term of initial offering (eg. Fall 2019) Fall 2020	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year 1/year	Estimated enrollment per offering 2	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: PUB448. Grad students do project work individually (thereby doing the work of multiple people), as well as longer reflection papers. They will also be held to a higher/stricter standard of writing.		

\* See important definitions on the curriculum website.



**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Hannah McGregor</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

**CONTACT PERSON**

Academic Unit / Program <b>Publishing</b>	Name (typically, Graduate Program Chair) <b>Juan Pablo Alperin</b>	Email <b>jalperin@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee <b>Juan Pablo Alperin</b>	Signature 	Date <b>November 24, 2019</b>
Department Chair <b>John Maxwell</b>	Signature 	Date <b>Jan 22, 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Philippe Pasquier</b>	Signature 	Date <b>February 18, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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ADMINISTRATIVE SECTION (for DGS office only)	
Library Check: _____	If different from regular units: Academic Progress Units: _____ Financial Aid Progress Units: _____
Course Attribute: _____	
Course Attribute Value: _____	
Instruction Mode: _____	
Attendance Type: _____	

**PUBLISHING PROGRAM**  
**Publishing and Social Change: Tech, Texts, and Revolution**  
**PUB 448/648 Course Syllabus**

*Instructor:* Dr. Hannah McGregor

*Office:* Harbour Centre 3575

*E-mail:* hannah\_mcgregor@sfu.ca *Office Hours:* Tuesdays 2:30-3:30 or by appointment

*Time:* Tuesdays 11:30-2:20

*Place:* Harbour Centre 1530

**Acknowledgement of Territory:**

I would like to acknowledge that our class gathers on unceded Indigenous land belonging to the Musqueam, Squamish, and Tsleil-Waututh First Nations. Unceded means that this land was never surrendered, relinquished, or handed over in any way.

**Course Description and Objectives:**

This course will address the relationship between publishing and major moments of social and political change, with a focus on how publishing has historically been linked to revolution: democracy, science, abolition, anti-fascism, feminism, etc. Topics include the link between publishing and abolition, pamphlet culture, the feminist presses of the 60s and 70s, zines, podcasts, and more. Students will be encouraged to tie their coursework into social or political issues in which they are engaged.

Coursework will include in-class writing, weekly readings, break-out discussions, a zine assignment, a reflection paper, and a final collaborative project. For graduate students participating in the class, the final project will be solo rather than collaborative, the final reflection paper will be 1500 instead of 750 words, and all coursework will be graded to a higher standard. There is no final exam for this course.

**Readings:**

- Michalis Pichler, ed. *Publishing Manifestos*. The MIT Press, 2019.

**Grade Distribution:**

- *In-Class Writing* (due during/after every class) 15%
- *Break-Out Session Leadership* (by sign-up) 15%
- *Zine Project* 30%
- *Digital Manifesto Project* 30%
- *Final Reflection Paper* 10%

**Explanatory Notes on Assignments:**

*In-Class Writing:* Each student will be provided with a notebook for in-class writing assignments. I will collect your notebooks at the end of every class, and use them to grade attendance and participation, as well as to gauge understanding of course materials and readings. Because completion of these assignments is contingent on presence in class, it will not be possible to make these up outside of class time. Exceptions may be made at the instructor's discretion in case of extended and unpreventable absences. Please also note that regular lateness will be reflected in this grade.

*Break-Out Session Leadership and Reflection Paper:* Each student will be responsible for leading one break-out session on one of the manifestos in *Publishing Manifestos*. On their chosen day, break-out leaders will facilitate discussion in small groups formed on that date at my discretion. These discussions should include a short presentation by the leader that summarizes and contextualizes the manifesto, followed by guided discussion. This process will be informally evaluated by all peers in your group. As the breakout session leader, you will also have the opportunity to self-evaluate and provide reflective feedback on your experience. The informal discussion should last approximately 20 minutes and it will be followed by facilitator reports to the class and a general class discussion.

*Zine Assignment:* Each student will be responsible for designing a zine that remediates one of the manifestos in *Publishing Manifestos*. The zine should accurately incorporate at least some (not necessarily all) of the text of the manifesto, while also formally/aesthetically representing the concerns, politics, or interventions of the manifesto. Students must photocopy their completed manifestos and bring 5 copies to class for an in-class zine fair.

*Digital Manifesto Project:* Working in small groups (graduate students will work solo), students must choose one of the digital mediums discussed in class (podcasts, memes, or fan art) to create their own publishing manifesto. The manifesto should offer a strong position on publishing as a political activity while also exploiting the affordances of the chosen medium. On the final day of class, each group will present their manifesto to the class.

*Final Project Reflection Paper:* One week following the end of class, each student will submit a 750-word (1500 words for graduate students) reflection on their zine and digital manifestos, with a focus on how publishing in the different mediums impacted the writing of their manifestos. Papers must draw on at least *four* of the course readings (properly cited, please!). These papers must be written individually, **not as a group**. As above, I do not care about formal writing or the use of the first person; I do care about grammatically correct writing, proper Chicago citations, and **research ethics**. Academic dishonesty will result in an automatic zero. Papers should be submitted on Canvas.

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>PUB</b>	Number (eg. 810) <b>655</b>	Units (eg. 4) <b>4</b>
Course title (max. 100 characters) <b>Online Marketing for Publishers</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Online Marketing</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Explores the formulation and analysis of marketing goals within the evolving realm of online promotion and marketing. Emphasis is given to approaches to measurement of effect; implementation and campaign management; finding and nurturing audiences and conversations; branding; forecasting and budgeting.</b>		
Rationale for introduction of this course <b>Offer a course-based option for the Masters of Publishing Program</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>3 hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>2</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: <b>PUB355/W. Grad students do project work individually (thereby doing the work of multiple people), select additional area of interest in professional certification. Held to stricter standard for grading.</b>		

\* See important definitions on the curriculum website.

**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Monique Sherrett</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

**CONTACT PERSON**

Academic Unit / Program <b>Publishing</b>	Name (typically, Graduate Program Chair) <b>Juan Pablo Alperin</b>	Email <b>jalperin@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

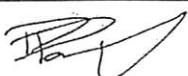
Graduate Program Committee <b>Juan Pablo Alperin</b>	Signature 	Date <b>November 24, 2019</b>
Department Chair <b>John Maxwell</b>	Signature 	Date <b>Jan 22, 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Philippe Pasquier</b>	Signature 	Date <b>February 18, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature	Date <b>MAR 16 2020</b>
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ADMINISTRATIVE SECTION (for DGS office only)	
Library Check: _____	If different from regular units: Academic Progress Units: _____ Financial Aid Progress Units: _____
Course Attribute: _____	
Course Attribute Value: _____	
Instruction Mode: _____	
Attendance Type: _____	

## **PUB 355W/655: Online Marketing for Publishers**

Online marketing for publishers explores the ways that publishers use digital channels, devices, and platforms to build or promote marketing messages. Some of the topics discussed include content marketing, social media, email marketing, video marketing, and digital advertising.

The aim of this course is to provide students with an overview of the theory and practice of online marketing. The four primary areas are:

- Audience research
- Planning and strategy
- Tactics and running campaigns
- Measurement

### Course Structure

A range of learning styles are supported through the use of lectures, readings, and discussions of case studies, as well as short individual activities, self-assessment exercises, and a group project.

### Learning Outcomes

On completion of this module students will have a solid understanding of how books and related reading materials can be marketed using digital techniques. Students should be able to:

- Apply key digital marketing strategies to the development of a digital marketing plan, using a structured strategy framework for research and decision making.
- Understand the omni-channel customer journey and the marketing mix needed to support both traditional, digital and combined buying cycles.
- Define and discuss current concepts such as inbound marketing, content marketing, permission-based marketing, search engine optimization, search marketing including PPC and organic advertising strategies, remarketing techniques and analytics.

### Required Core Reading:

- Hubspot Social Media Certificate. Watching lecture videos in advance of the class will prepare you for the in-class activities and discussions.
- Required and supplemental readings (PDFs or links to online articles) will be listed on Canvas under Modules.

### Graduate Students:

When possible graduate students will be grouped together for project work and in-class activities to ensure graduate-level grading standards are met.

Graduate students will complete one of the group projects individually.

Instead of the mid-term quiz, graduate students will complete an online training certificate of their choice from Facebook Blueprint, Hubspot Academy, Google Academy, or another industry-recognized certificate and demonstrate their learnings in a presentation or submitted assignment.

#### Graduate Assignment Breakdown

1. Marketing Research (Personas) – Group Assignment 6%
2. Content Marketing – 27%
3. Audit & Strategy – Individual vs. Group Assignment 24%
4. Hubspot Social Media Certification – 4%
5. Student-selected digital marketing certification – 14%
6. Final Case Project – 25%

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>PUB</b>	Number (eg. 810) <b>656</b>	Units (eg. 4) <b>4</b>
Course title (max. 100 characters) <b>Institutional and International Event Planning and Management</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Event Planning</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>An exploration of events and their management with emphasis on theories, social context, practices in the context of audience building, market creation and community building. Skill development, including curating, planning, design, marketing, human and financial resource management, sponsorship, budgeting, risk management and program evaluation are featured in this course.</b>		
Rationale for introduction of this course <b>Offer a course-based option for the Masters of Publishing Program</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>3 hrs/week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>2</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: <b>PUB 456 Additional assignment involving volunteer hours at a local event and written report on experience and practices observed. Held to stricter standard for grading.</b>		

\* See important definitions on the curriculum website.



**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <b>Trevor Battye</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

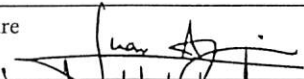
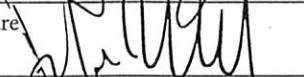
**CONTACT PERSON**

Academic Unit / Program <b>Publishing</b>	Name (typically, Graduate Program Chair) <b>Juan Pablo Alperin</b>	Email <b>jalperin@sfu.ca</b>
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee <b>Juan Pablo Alperin</b>	Signature 	Date <b>November 24, 2019</b>
Department Chair <b>John Maxwell</b>	Signature 	Date <b>Jan 22, 2020</b>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

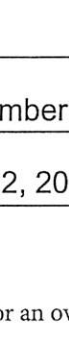
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Philippe Pasquier</b>	Signature 	Date <b>February 18, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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ADMINISTRATIVE SECTION (for DGS office only)	
Library Check: _____	
Course Attribute: _____	If different from regular units:
Course Attribute Value: _____	Academic Progress Units: _____
Instruction Mode: _____	Financial Aid Progress Units: _____
Attendance Type: _____	

## **Pub 456/656: "Institutional and International Event Planning and Management"**

### **Contact**

**Trevor Battye**

**[trevor\\_battye@sfu.ca](mailto:trevor_battye@sfu.ca)**

**Office Hours. Thursdays from 4:30 - 6:00pm By Appointment.**

**Please do not contact me via Canvas as it is usually unreliable and not compatible with my phone. Email me at the address above. You will usually receive a response within 24 hours.**

### **Course Description:**

The course covers case studies, and best practices for the management of festivals and literary events both physical and digital, with a practical focus, on addressing major issues in festival and event management including; the relationship between community and audience, fundraising and budgeting, curating and discoverability, The course uses creative assignments, written assignments, and recurring exercises related to the above elements of festivals as well as engaging students in the theoretical creation of a literary event.

### **Student Learning Outcomes**

**Discern the role events play in the literary community in both physical and digital spaces.**

- **Evaluate, and critique, best practices for marketing of literary events and festivals.**
- **Develop a plan for a literary event including marketing and publicity to a targeted audience, funding and sponsorship for the event, and curation or creation of relevant programming.**
- **Understand the various levels of funding that are available to festivals, including corporate sponsorship, government funding, and public fundraising initiatives.**

### **Assignments & Grading**

Participation: 15% Includes weekly in class group activities that students will be places in as well as creating questions for those weeks where there is a guest speaker.

### **Festival Programming and Curation Assignment 10% - DUE October 4<sup>th</sup>**

Students will be asked to create a mock literary festival with a curatorial statement. Curatorial statements should be no longer than 100 words. The Curatorial statement should answer the following: What sort of programming will your festival have? Who is the audience for your festival? Geographic location? Demographic? What are the values you are trying to encourage?

### **Literary Event Critique 20% - Due Date October 25<sup>th</sup>**

Students will be required to attend, one of the following; a book launch, reading or literary event either physical or virtual and write a 1500 word essay outlining the event, target audience, and marketing, and how the event generates financial gains, and or awareness, and then provide suggestions on how this event could be expanded to increase either financial or audience gains

**ALTERNATE ASSIGNMENT FOR STUDENTS IN PUB 656.** For students in Pub 656 you will be asked to select a literary event that you will volunteer after your volunteer experience you will complete a 2500 word essay the outlines what motivated you to volunteer, what tasks you did as part of your volunteering, as well as provide feedback to the head of the organization about your overall experience at the event.

### **Budget Assignment: 10%. November 8th**

Students will be asked to create a budget for their literary festival. Budgets should include both paid and in-kind contributions and should encompass all costs and revenues associated with the event. **This assignment will be based on the festival curation assignment**

### **Grant Writing Assignment. 15% November 22nd**

Students will be asked to complete a Canada Council grant application for national or grant for a literary festival. Specifically ONE of the following: Canada Council for the Arts. Public Outreach: <http://canadacouncil.ca/funding/grants/arts-across-canada/public-outreach> (Links to an external site.)Links to an external site. OR Arts Across Canada <http://canadacouncil.ca/funding/grants/arts-across-canada/arts-festivals-and-presenters> (Links to an external site.)Links to an external site. **This assignment will be based on the festival curation assignment**

**Overarching assignment—Literary Event Plan & Presentation 30% Presentations will take place during the last week of class.**

Students will be placed in groups during week 7 and will be tasked with creating a literary festival or event, including a curatorial statement, a budget, and a marketing plan. Presenting this assignment, students will be graded on their ability to do the following over the course of a 7-10 min presentation: Articulate the event's overall goals, establish a curatorial statement, and funding benchmarks and develop a brief marketing plan including target audience for an emerging literary festival.

### **Alternate Assignment for Pub 686 Students.**

**Students of Pub 686 will complete the above Overarching Literary Event Plan and Presentation but will be given an extra week to complete a reduced version of this assignment being required to complete EITHER the Grant component OR The Sponsorship component as opposed to both) given the reduced size of their team to one student.**

## **Section 1: People, Place, and Production:**

### **Week 1 Sept 3<sup>rd</sup>**

Intro to the course including review of the course outline assignments etc. Review of 3 distinct forms of literary events and their audiences; namely the Trade Fair, The Literary Festival, and the Single Title Launch.

### **Readings for next week**

Lodge, David Oxford Literary Festival: the rise of literary festivals. 2015. FT.. Available at: <http://www.ft.com/intl/cms/s/2/cc65e1ba-c2ab-11e4-ad89-00144feab7de.html> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.

Cowan PS. Reed cancels Book Expo, and Fall Fair. Globe & Mail. Reed Cancels Book Expo and Fall Fair available at<http://www.theglobeandmail.com/arts/books-and-media/reed-cancels-bookexpo-canada-and-fall-fair/article781950/> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.Published February 2, 2009.

Adams J. Toronto Gets a New Book Fair.Globe & Mail . Available at <http://www.theglobeandmail.com/arts/books-and-media/toronto-gets-a-new-book-fair/article1146407/> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.Published January 14, 2009

Moeran, Brian Creativity at Work: An Anthropological Analysis of Book Fairs Published by Copenhagen Business School. September 2008 Available at.<http://openarchive.cbs.dk/bitstream/handle/10398/7779/Creative%20Encounters%20Working%20Papers%2012.pdf?sequence=1> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.

A Re-imagined Book Fair. OMDC Available at <http://www.omdc.on.ca/assets/research/research+reports/a+re-imagined+book+fair/a+re-imagined+book+fair.pdf> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.

Green RE. What makes a scene. The Globe & Mail. <http://www.theglobeandmail.com/arts/what-makes-a-scene/article1004130/> (Links to an

external site.) (Links to an external site.) (Links to an external site.)Links to an external site. Published September 17, 2004.

### **Week 2 Sept 10<sup>th</sup>**

What is a festival? Overview and history of festivals in Canada, Book Launches, Literary Festivals, and Trade shows. A look at the history of these events in the world. What has the history of book events been in Canada? What is the important role they play to the cultural landscape? What is the important marketing function they serve in the publishing industry? **Sept 12th Guest Speaker: Kevin Spenst on the author experience touring and at festivals.**

#### **Readings for next week:**

**Lee J, Kyle G. Segmenting Festival Visitors Using Psychological Commitment. Journal Of Travel Research [serial online]. September 2014;53(5):656-669. Available from: Business Source Complete, Ipswich, MA. Accessed April 13, 2016. Available at:<http://proxy.lib.sfu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=97218745&site=bsi-live&scope=site>**

**National Forum on the Literary Arts Summary Report. Produced by The Canada Council, available at<http://canadacouncil.ca/~media/files/writing%20and%20publishing/national%20forum%20on%20the%20literary%20arts%20-%20report.pdf> (Links to an external site.) (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site. Pages- 26-29.**

**McGillis I. Beyond Blue Met: Linda Leith starts a new chapter. The Montreal Gazette . Available at<http://montrealgazette.com/entertainment/books/after-blue-met-linda-leith-starts-a-new-chapter>. (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site. Published February 13, 2015.**

### **Week 3 September 17<sup>th</sup>**

Literary Community and Audience. Building community and audience. A look at successful events and the communities they serve. Examination of the relationship between these audiences and challenges of discoverability and dissemination. **Sept 19th Guest Speaker: Cynara Geissler, Marketing Director, Arsenal Pulp Press Readings for next week:**

**Houston T. Why I Volunteer for Writing Festivals like Wordstock (and Why You Should, Too). Lit Reactor 2012. Available at:<https://litreactor.com/columns/why-i-volunteer-for-writing-festivals-like-wordstock-and-why-you-should-too> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.**

Elstad, B. (2003). Continuance commitment and reasons to quit: A study of volunteers at a jazz festival. *Event Management*, 8(2), 99-108.

Gabe Mederos (2015)

TELUS Media Relations "16,000 TELUS volunteers celebrate 10th annual TELUS Days of Giving" available at [http://about.telus.com/community/english/news\\_centre/news\\_releases/blog/2015/05/30/16000-telus-volunteers-celebrate-10th-annual-telus-days-of-giving](http://about.telus.com/community/english/news_centre/news_releases/blog/2015/05/30/16000-telus-volunteers-celebrate-10th-annual-telus-days-of-giving) (Links to an external site.) (Links to an external site.) (Links to an external site.) (Links to an external site.)

Jarrett R. Bachman, Kenneth F. Backman & William C. Norman (2014) A Segmentation of Volunteers at the 2013 Austin City Limits Music Festival: Insights and Future Directions, *Journal of Convention & Event Tourism*, 15:4, 298-315, DOI: 10.1080/15470148.2014.958634 Available at: <http://www.tandfonline.com.proxy.lib.sfu.ca/doi/pdf/10.1080/15470148.2014.958634>

Week 4. Sept 24<sup>th</sup>

Volunteers and Labour and Logistics: An exploration of the human capacity of festivals, and the roles and responsibilities of staff volunteers, and other stakeholders such as Board members in the activities of the production of the festival.

Readings for next week.

Florence P. "Salman Rushdie case shows importance of book festivals." *The Telegraph*. Available at <http://www.telegraph.co.uk/culture/books/9040969/salman-rushdie-case-shows-importance-of-book-festivals.html>. (Links to an external site.) (Links to an external site.) (Links to an external site.) (Links to an external site.) Published January 26, 2012.

The Canada Council For the Arts Presenters Handbook: Available at <http://canadacouncil.ca/audience-and-market-development-office/on-the-road/presenters-handbook> (Links to an external site.) (Links to an external site.) (Links to an external site.) (Links to an external site.)

FERGUSON A. SYMBOLIC CAPITAL AND RELATIONSHIPS OF FLOW: CANADA, EUROPE, AND THE INTERNATIONAL PERFORMING ARTS FESTIVAL CIRCUIT. *Theatre Research In Canada* [serial online]. Spring 2013 2013;34(1):97-124. Available from: Academic Search Complete, Ipswich, MA. Accessed April 13, 2016. Available at: <http://proxy.lib.sfu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93583438&site=ehost-live>

Section 2: Mediums & Messages, and Meanings.

## **Week 5 October 1<sup>st</sup>**

**Curation and Programming:** What drives programming at literary festivals? How do festivals serve an important function in a larger publishing industry. How do the values of literary festivals inform the audiences that show up to these events?

**Programming and Partnerships:** How programming influences audience, and starts to focus your marketing. **October 1st Guest Speaker, Leslie Hurtig, Artistic Director Vancouver International Writers Festival.**

**October 4th Assignment Due: Festival Curation Assignment. Students will be asked to create a mock literary festival with a curatorial statement 10%**

### **Readings for next week:**

**Feld, Kate (2013) Case Study, Manchester Literature Festival's 2013 digital marketing campaign available at <http://culturehive.co.uk/wp-content/uploads/2014/01/Manchester-Literature-Festival-2013.pdf> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.**

### **Eventbrite Music Festival Study.**

**[http://eventbrite-s3.s3.amazonaws.com/marketing/MusicFestivalResearch/EventbriteStudyMusicFestivals8\\_25\\_14.pdf](http://eventbrite-s3.s3.amazonaws.com/marketing/MusicFestivalResearch/EventbriteStudyMusicFestivals8_25_14.pdf) (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.**

**Adams, James (2009) The Globe & Mail, "Random House Launches Open House" available at <http://www.theglobeandmail.com/arts/books-and-media/random-house-launches-inaugural-open-house/article4211095/> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.**

## **Week 6 October 8<sup>th</sup>**

**Marketing and Publicity:** Role of Publicity, Media Partnerships, Overview of advertising. Discussion of the key marketing tools for a festival, including e-mail blasts, social media, and printed materials such as poster design, and program guide.

### **Readings for next week.**

Armistead, Claire, (2011) "A Children's Book Club Online": The Guardian. Available at <http://www.theguardian.com/lifeandstyle/2011/feb/26/guardian-childrens-booksite> (Links to an external site.) (Links to an external site.) (Links to an external site.) Links to an external site. Published Feb 26, 2011

Chaudhuri, Zinnia Ray (2016) "What happens when a publisher and a dating app play matchmaker? Almost nothing. Available at <http://scroll.in/article/805242/what-happens-when-a-publisher-and-a-dating-app-play-matchmaker-almost-nothing> (Links to an external site.) (Links to an external site.) (Links to an external site.) Links to an external site.

Reddit AMA Guide 2015

<https://drive.google.com/file/d/0B8bXi0A54vIkMVBuOXppenJ1UXc/view> (Links to an external site.) (Links to an external site.) (Links to an external site.) Links to an external site.

Coulter, Ann, Reddit AMA (2013) Available at

[https://www.reddit.com/r/IAmA/comments/1owtas/i\\_am\\_ann\\_coulter\\_bestselling\\_author\\_ama/](https://www.reddit.com/r/IAmA/comments/1owtas/i_am_ann_coulter_bestselling_author_ama/) (Links to an external site.) (Links to an external site.) (Links to an external site.) Links to an external site.

Week 7. October 15<sup>th</sup>

Digital Events - A look at the role technology can play including Facebook Live, Google Hangouts, Reddit AMA's, and Facebook events, such as The Vancouver Sun Book Club Live Chat. How do these events fulfill the interactive element that is key to festival success? What are the negative effects of going from live event to online chat?

Possible Field Trip to the Vancouver Public Library.

Readings for Next Week:

Wilkinson, C. "The Economics of Book Festivals" Financial Times. Available at

<http://www.ft.com/cms/s/2/1ed23824-e687-11e3-9a20-00144feabdc0.html> (Links to an external site.) (Links to an external site.) (Links to an external site.) Links to an external site. Published May 30, 2014.

Saayman M, Rossouw R. The Cape Town International Jazz Festival: More than just jazz. Development Southern Africa [serial online]. June 2010;27(2):255-272. Available from: Academic Search Complete, Ipswich, MA. Accessed April 13, 2016. Available at <http://proxy.lib.sfu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=50218756&site=ehost-live>



The Book Retail Sector in Canada. Turner Riggs. Prepared for Department of Canadian Heritage, available at [http://publications.gc.ca/collections/collection\\_2008/ch-pc/CH44-132-2007E.pdf](http://publications.gc.ca/collections/collection_2008/ch-pc/CH44-132-2007E.pdf) (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site. Published, 2008.

“Society of Authors calls on literary festival organisers to pay writers to appear at events”<http://www.independent.co.uk/arts-entertainment/books/news/society-of-authors-calls-on-literary-festival-organisers-to-pay-writers-to-appear-at-events-a6770961.html> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.

### Section 3: The Making of Dollars and Sense:

#### Week 8th October 22<sup>nd</sup>

Budgeting: What are the costs of programming and producing a literary festival or Reading Series. ? Talent, Production costs, sound engineers, security? How much does closing the street cost? We'll review budget models for both a paid-ticket and free literary festival. We will also explore festivals as economic drivers of publishing industry, but also as economic drivers of the cities they take place in. **October 24th Guest speaker Joseph Bardsley, Development Manager Music on Main : How to write Grants.**

#### Readings for Next Week:

The Canada Council for the Arts, Program Guidelines for Literary Arts Promotion Projects.  
<http://canadacouncil.ca/council/grants/find-a-grant/grants/grants-for-literary-arts-promotion-project-grants> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.

Ontario Media Development Corporation Ontario Authors Tour Support. Guidelines, Documents and Application Form available at[http://www.omdc.on.ca/book/funding/Ontario\\_Authors\\_Tour\\_Support.htm](http://www.omdc.on.ca/book/funding/Ontario_Authors_Tour_Support.htm) (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.

Low D. Vancouver's Olympic Decade from the Professional Arts Perspective. Canadian Theatre Review [serial online]. Fall2015 2015;(164):51-56. Available from: Academic Search Complete, Ipswich, MA. Accessed April 13, 2016.

## **Week 9. Public Funding, Grants:**

### **October 29<sup>th</sup>**

This week, we take a deep look at the institutions, including Arts Councils, Media Development Funds, and all levels of government that provide public funding. How do their values shape the funding realities that festivals must operate in.

Guest speaker Joseph Bardsley, Development Manager Music on Main : How to write Grants.

### **Readings for next week.**

**Klein, Naomi No Logo: taking aim at the brand bullies by (2000) Pages 65-81.**

**Patterson, Brent "Local artists threaten to boycott festival given TransCanada sponsorship" The Council of Canadians. available at <http://canadians.org/blog/local-artists-threaten-boycott-festival-given-transcanada-sponsorship> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site. Published May 2, 2015.**

**Carlson, Tim. Arts activist wants status quo on tobacco funding: New restrictions on funding by tobacco companies could spell the end of sponsorship and leave a critical cash shortfall. The Vancouver Sun (British Columbia) November 2, 1996, Saturday.**

**Finkel R. Re-imagining arts festivals through a corporate lens: a case study of business sponsorship at the Henley Festival. Managing Leisure [serial online]. October 2010;15(4):237-250. Available from: Business Source Complete, Ipswich, MA. Accessed April 13, 2016. Available at <http://proxy.lib.sfu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=53538898&site=bsi-live&scope=site>**

**Writers boycott literary festival, The BBC Available at <http://news.bbc.co.uk/2/hi/entertainment/2010324.stm> (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site. Published. May, 27th 2002**

**Week 10 November 5<sup>th</sup> Sponsorships in a Festival context: Festivals continuously rely on sponsorships as part of their funding mix, but it is not without challenges. A discussion of festival sponsorship including tangible and intangible benefits that corporations hope to gain from**

sponsorship. **Guest Speaker Jodi Sprackman on Sponsorships from the Sponsors perspective.**

We will also explore the challenges and costs and weigh these against the financial rewards.

**Budget Assignment Due November 8th Students will be asked to create a budget for based on the festival curation assignment. 20%**

#### **Readings for Next Week:**

**Creating opportunities to discover literary works from across Canada. *Marketwired*. 2014. <http://proxy.lib.sfu.ca/login?url=http://search.proquest.com/docview/1545533571?accountid=13800>.**

**Canada's literary celebrations are 'busting out all over the place' The proliferation of book festivals and reading series has led to competition for both authors and funding. *The Globe and Mail (Canada)* September 23, 1998 Wednesday**

**Week 11 November 12<sup>th</sup> Additional Sources of Revenue. Beyond Grants and Sponsorships what other revenue sources can festivals access? A discussion of crowd funding, book sales commissions, silent auctions, and merchandise revenues.**

**Assignment Due: Grant Writing Assignment. Students will be asked to complete a grant application for either a national or regional grant. 10%.**

**Week 12 November 19<sup>thrd</sup> The Future of What does the future of literary festivals look like? How will technology and digital strategies for content curation change the way we participate in literary festivals?**

#### **Readings for Next Week:**

- **Robertson, M., & Yeoman, I. (2014). Signals and signposts of the future: Literary festival consumption in 2050. *Tourism Recreation Research*, 39(3), 321-342. doi:10.1080/02508281.2014.11087004**
- **Stutz Colin, (2016) SXSW & Facebook Launch New Live Video Portal for Behind-the-Scenes Festival Access: Exclusive, *Billboard.com*, available at. <http://www.billboard.com/articles/events/sxsw/7262968/sxsw-facebook-live-video-portal-behind-the-scenes-access>**

**Week 13 November 30<sup>th</sup> Final Presentations. Hand in Final Assignments, and Review Course:**

**Final Presentations Literary Event Plan—in which students articulate the event's overall goals, , establish a curatorial statement, and funding benchmarks and develop a brief marketing plan including target audience for an emerging literary festival. 30%.**

**Appendix of Literary Events For Literary Event Critique Assignment:**

**Vancouver Writers Festival INCITE.**

**<http://writersfest.bc.ca/events/incite> (Links to an external site.) (Links to an external site.)Links to an external site.**

**Real Vancouver Writers Series:**

**[https://www.facebook.com/events/1522879977731392/?notif\\_t=plan\\_user\\_invited&notif\\_id=1494300215528115](https://www.facebook.com/events/1522879977731392/?notif_t=plan_user_invited&notif_id=1494300215528115) (Links to an external site.)Links to an external site.**

**Bard on the Beach**

We have a youth price of \$30 for any seat in any house, best available – ex. centre front section. Priceless! They just have to be age 22 and younger to qualify.

There are \$21 seats in every house (including evening weekends) , in the left and right-side sections (1 & 7). Still good seats as the shows are blocked to be visible and entertaining from any angle in the house - and \$21 is an amazing price for a full-on professional production.

[Here's a link \(Links to an external site.\)Links to an external site.](#) to our seat maps, to put it into context.

Group rate is 20% off regular prices, so our B zone – good, but not best in house - would be \$40 per ticket for a group of 10 or more. They have to pay 50% of the entire order up front, and

the remaining 50% two weeks out from the performance. A little trickier to organize if they're not buying them right away, and have to wrangle themselves later on..

#### **SFU Lunch Poems**

<http://www.sfu.ca/publicsquare/upcoming-events/lunch-poems.html>

#### **Real Vancouver Writers' Series**

<https://www.facebook.com/events/326575541426979/> (Links to an external site.)Links to an external site.

#### **Cottage Bistro**

<http://members.shaw.ca/CottageBistro/sepent.html> (Links to an external site.) (Links to an external site.)Links to an external site.

#### **Association of Book Publishers.**

<http://books.bc.ca/event-listings/> (Links to an external site.) (Links to an external site.)Links to an external site.

#### **Vancouver Story Slam**

<http://www.facebook.com/VancouverStorySlam/> (Links to an external site.) (Links to an external site.)Links to an external site.

#### **Vancouver Poetry Slam**

<http://vanslam.ca/events-vanslam/> (Links to an external site.) (Links to an external site.)Links to an external site.

#### **Vancouver Public Library.**

<https://vpl.bibliocommons.com/events/search/index> (Links to an external site.) (Links to an external site.)Links to an external site.

#### **Vancouver Writers Festival**

<https://writersfest.bc.ca/events/> (Links to an external site.)Links to an external site.

#### **Vancouver Fringe Festival**

<https://www.vancouverfringe.com/> (Links to an external site.)Links to an external site.

**Word Vancouver**

**<http://wordvancouver.ca/> (Links to an external site.)Links to an external site.**

MEMO

Graduate Studies

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ATTENTION: Senate Graduate Studies Committee

FROM: Dr. Lucy LeMare,  
Associate Dean, Graduate Studies in Education

RE: Educational Graduate Program and Course Changes

DATE: February 20, 2020

The following new graduate course proposals, graduate course changes, and graduate program changes, have been approved by the Faculty of Education and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for the Fall 2020 term. Please include on the next SGSC agenda.

**Faculty of Education**

New Graduate Courses: EDUC 719, 889

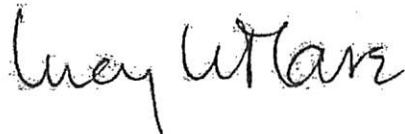
~~Graduate Course Changes: EDUC 813, 817, 818, 881~~

~~Graduate Program Changes:~~

~~Educational Leadership, Master of Arts~~

~~Educational Leadership, Master of Education~~

~~Curriculum and Instruction, Master of Education~~



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Dr. Lucy LeMare  
Associate Dean  
Graduate Studies in Education

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>EDUC</b>	Number (eg. 810) <b>719</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Research Approaches in Educational Leadership</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Leadership Research</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Covers research methods, with special reference to research in Education Leadership. Fundamental theories, practices, and ethical issues of educational research are discussed. The course addresses some of the fundamental challenges and decisions in designing and using educational research.</b>		
Rationale for introduction of this course <b>This course is needed to ensure future education leaders are prepared to find, apply, and conduct research in educational contexts. The course is tailored to the specific needs of leaders in an educational context that includes working with student populations.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>3 hrs / week for 13 weeks</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>15</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>none</b>		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.



**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Rebecca Cox, Daniel Laitsch, Michelle Nilson, and Michelle Pidgeon
Additional faculty members, space, and/or specialized equipment required in order to offer this course n/a

**CONTACT PERSON**

Academic Unit / Program Education	Name (typically, Graduate Program Chair) Rebecca Cox	Email rdcox@sfu.ca
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

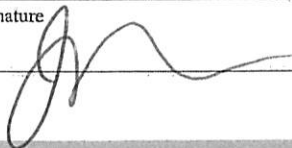
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Lucy Le Mare	Signature Lucy Le Mare	Date Feb 18/20
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date MAR 16 2020
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ADMINISTRATIVE SECTION (for DGS office only)	
Library Check: _____	
Course Attribute: _____	If different from regular units:
Course Attribute Value: _____	Academic Progress Units: _____
Instruction Mode: _____	Financial Aid Progress Units: _____
Attendance Type: _____	



## Detailed Course Outline

**Course Number:** EDUC 719

**Course Title** Research Approaches in Educational Leadership (3)

**Calendar  
Description**

Covers research methods, with special reference to research in Education Leadership. Fundamental theories, practices, and ethical issues of educational research are discussed. The course addresses some of the fundamental challenges and decisions in designing and using educational research.

**Course Details:**

Research surrounds us on a daily basis, yet we rarely take the time to question how the research is being presented, what informed the design, whether it is a “good” study, and how relevant are the findings. More importantly, how can we effectively use research in our own practice?

The purpose of this course is to further develop our understandings of the fundamental elements, concepts, and tools of various research approaches (e.g., qualitative, quantitative, mixed methods). We will reflect on how our understandings of the world connect to our own experiences and to larger societal issues present in educational settings, and engage the intersections between research, theory, and practice as future researchers. In this course we will critically explore research design from having a “big idea” to forming a research question, articulating the appropriate research method, all the way to elements of the research design and the project itself.

Therefore, the goals of this course will be three-fold: knowledge acquisition, self-reflection, and application to practice. We will explore questions such as: How are we informed by research; how do we understand research; and more importantly, how can we use research, as research practitioners and leaders, to inform our practice? In this course we will explore how we support and engage those with whom we work (e.g., colleagues, administration, students, parents, provincial organizations and Ministry of Education) with in the broader educational, professional, and societal experiences by connecting theory, research, and praxis.

This three-credit introductory course is structured around four major thematic areas.

- I. Unpacking Educational Research
  - What is educational research?
  - How can leaders engage in and use research?
  - Orientations to research
  - The research process
  - Ethics, education research, and leadership
  
- II. Quantitative Research
  - Designing Quantitative Research
  - Quantitative Data Collection and Instruments
  - Analysis and Reporting of Quantitative Research
  - Strengths and weaknesses of Quantitative Research Designs

- Assessing quality and usefulness of quantitative studies
- III. Qualitative Research
- Designing Qualitative Research
  - Collecting Qualitative Data
  - Analysis, Interpretation and Reporting of Qualitative Research
  - Strengths and weaknesses of qualitative approaches
  - Assessing quality and usefulness of qualitative studies
- IV. Research Project Design
- Practitioner Research
  - Framing the research problem
    - What is the issue, why does it matter?
    - What shapes the way I am viewing the issue?
    - What are the strengths/limitations in how this issue has been discussed/framed so far?
    - In light of the extant research, what is a good path forward?
  - Defining the research question
  - Developing a methodologically and ethically sound research plan
  - Writing a compelling research proposal
  - Applying for research ethics approval

**Course – Level Educational Goals:**

Through taking this course, students will increase their knowledge, capacity for self-reflection, and practice in the following ways:

**Knowledge:**

- a) Develop an understanding of the tenets, strengths, and limitations of various research paradigms and approaches used to study educational issues.
- b) Gain an appreciation for and insight into the research skills and methods used across the educational and professional sectors.
- c) Understand the principles of ethical research conduct.
- d) Develop a set of criteria for assessing research quality and usefulness.

**Self-reflection:**

- a) Increase self-awareness of researcher and practitioner positionalities
- b) Reflect on the uses and mis-uses of research in the context of one's professional practice.

**Application to practice:**

- a) Apply knowledge of research design/methods in assessing the quality of others' (and one's own) research.
- b) Construct a set of research frameworks that will assist in navigating complex educational issues.
- c) Develop a research project that considers methodological approaches (strengths/limitations) and ethical considerations specific to the research project.

Grades will be assigned on the basis of:

**Grading:**

In-class and online participation (In-class participation is considered by a) attendance in class and b) meaningful engagement and contribution to the class, not solely based on "speaking"). (20%)

Preparation and presentation of a research proposal	(40%)
Team-based consultations/presentation	(20%)
Research Memos/Research Portfolio Entries	(20%)

**Grading Notes:** None

**Grading Requirements:** None

**Required Texts:**

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Approaches*. Thousand Oaks, CA: Sage.

Cochrane-Smith, M. & Lytle, S.L. *Inquiry as Stance: Practitioner Research for the Next Generation*. New York, NY: Teachers' College Press.

Boilevin, L., Chapman, J., Deane, L., Doerksen, C., Fresz, G. Joe, D., Leech-Crier, N., Marsh, S., McLeod, J., Neufeld, S.D., Pham, S., Shaver, L., Smith, P., Steward, M., Wilson, D., and Winter, P. (2018). *Research 101: A Manifesto for Ethical Research in the Downtown Eastside*. Report available online at 27 <http://bit.ly/R101Manifesto>

O'Leary, Z. (2014). *The essential guide to doing your research project* (2<sup>nd</sup> ed.). SAGE

Salkind, N. J. (2014). *Statistics for People Who (Think They) Hate Statistics*. 5th Edition. Thousand Oaks, CA: Sage Publications.

#### ADDITIONAL COURSE READINGS

As assigned by the instructor for each course meeting. The specific cohort focus (e.g. K-12 or Post-Secondary) will affect the selection of readings

**Recommended Texts:** None.

**Materials/Supplies:** None.

**Supplemental Fees:** None.

**Prerequisite/Core Requisite:** None.

**Registrar Notes:** SFU's Academic Integrity web site <http://students.sfu.ca/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

# New Graduate Course Proposal

Course Subject (eg. PSYC) <b>EDUC</b>	Number (eg. 810) <b>889</b>	Units (eg. 4) <b>10</b>
Course title (max. 100 characters) <b>Educational Leadership Research Project</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Educ Leadership Rsrch Project</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>An action research or original research project dealing with a specific problem in education practice, leadership, administration, organizational theory, or policy. The study must result in the preparation of a formal paper and public presentation. Projects are evaluated per SFU Graduate General Regulation 1.9.1 and submitted to the library. Graded on a satisfactory/unsatisfactory basis.</b>		
Rationale for introduction of this course see attached		
Term of initial offering (eg. Fall 2019) <b>Fall 2020</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>N/A</b>	
Frequency of offerings/year <b>1/year</b>	Estimated enrollment per offering <b>15-20</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>EDUC 881-5 Project (two-way equivalency)</b>		
Prerequisite and/or Corequisite <b>prerequisite: EDUC 719</b>		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Rebecca Cox, Dan Laitsch, Michelle Nilson, Michelle Pidgeon
Additional faculty members, space, and/or specialized equipment required in order to offer this course none

**CONTACT PERSON**

Academic Unit / Program Education	Name (typically, Graduate Program Chair) Lucy LeMare	Email lucy_lemare@sfu.ca
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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

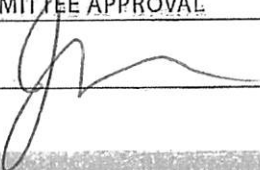
Overlap check done?  YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Lucy Le Mare	Signature Lucy Le Mare	Date Feb 18/20
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date MAR 16 2020
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Feb 13, 2020  
 Course Attribute: GCAP  
 Course Attribute Value: Project  
 Instruction Mode: \_\_\_\_\_  
 Attendance Type: \_\_\_\_\_

If different from regular units:  
 Academic Progress Units: \_\_\_\_\_  
 Financial Aid Progress Units: \_\_\_\_\_

## **New Graduate Course Proposal**

### **EDUC 889 Educational Leadership Research Project (10)**

#### **Rational for introduction of this course**

The need for this course stems from SFU GGR 1.7.2. Specifically, Masters pathway b) requiring 20 units of coursework and a project that is examined as per 1.9.1. These projects are supported and examined by a committee and examiner (like a MA thesis) but credited to a Master of Education. Use of the "project" is intended to recognize the nature of an original research project designed and implemented by our students. A ten-unit project better represents the nature of their research and meets the 30-unit requirement for a Masters.