

SIMON FRASER UNIVERSITY

S.82-123

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES

..... FACULTY OF EDUCATION - PROPOSED NEW
Subject..... COURSES EDUC 456-4 and 481-4

Date..... NOVEMBER 17, 1982

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of November 2, 1982 gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.82 - 123, the proposed changes

New course - EDUC 456-4 - Models of the Contemporary Arts in Education

New course - EDUC 481-4 - French Immersion and Programme - cadre de Francais"



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 456 Credit Hours: 4 Vector: 2-2-0

Title of Course: Models Of The Contemporary Arts In Education

Calendar Description of Course:

Major conceptions of educational value in the contemporary arts, and applications of these ideas to the development of visual arts programs in the schools.

Nature of Course Seminar/studio

Prerequisites (or special instructions):

Not less than 60 semester hours credit.

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

2. Scheduling

How frequently will the course be offered? Alternate years

Semester in which the course will first be offered? 1984-2

3. Goals of the Course

To introduce students to major conceptions of educational value in the contemporary arts: art as cultural symbol, art as social inquiry, and art as freedom. Students will complete readings on these ideas, study works of contemporary visual art, and develop implications for the school curriculum.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty none

Staff none

Library none

Audio Visual none

Space none

Equipment none

5. Approval

Date: 3 / Aug / 82

4 / Oct / 82

William Egan
Department Chairman

William Egan
Dean

Chairman, SCUS

Models Of The Contemporary Arts In Education

Justification

There is a great need in art education for teachers who can analyze clearly the relationship between contemporary developments in the arts, and contemporary needs in education. This course would seek to fill that need through the analysis of educational value in the arts, through critical study of educational value in the contemporary visual arts, and through clarification of implications for the teaching of art in schools.

Outline Of Topics

- 1) Introduction: Survey of educational values and educational needs.
Survey of the existing role of art in education.
The need for contemporary models of art in education.
- 2) Contemporary models of art in education.
 - A. Art as cultural symbol: ethnographic approaches.
 - B. Art as social inquiry: insights from film criticism.
 - C. Art as freedom: Gordon, Sartre, Ayfre, Vazquez.
- 3) Educational value in the contemporary visual arts.
 - A. The snapshot and the photograph in contemporary culture.
 - B. Authenticity vs. stereotyping in cultural representations on film.
 - C. Analysis of exemplary works in painting: cultural, social, and personal meanings.
- 4) Educational implications.
 - A. Implications for the teaching of art.
 - B. Implications for the general curriculum.
 1. Art and the development of personal imagery.
 2. Art and cultural understanding.
 3. Art and social inquiry.
 4. Art and participation.
 - C. Implications for the justification of art in the core curriculum.

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SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Keiran Egan, Dir. Undergrad. Programs
..... Faculty of Education

From..... Grant Strate, Director
..... Centre for the Arts

Subject..... EDUC. 456. - New Course

Date..... 5 July, 1982

It pleases me to say that the Centre for the Arts is in full approval of the new course proposed by Daniel Nadaner. There is no conflict between this course and those offered by our Visual Art program. In fact we consider it to be complimentary to our offerings.

Professor Nadaner has designed this course in close consultation with faculty from this Department. His approach to art education is most compatible with ours.


Grant Strate

MPF

cc. Dan Nadaner
Greg Snider
Tony Besant
Marc Diamond

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: Educ. Course Number: 481 Credit Hours: 4 Vector: 2-0-2

Title of Course: L'immersion Française et le Programme-cadre de Français (Designs for French Immersion and Programme-cadre de Français learning series)

Calendar Description of Course: History, definition and growth of immersion (a Canadian phenomenon) and its relation to Programme-cadre in British Columbia. Emphasis on integration of four skills (listening, speaking, reading and writing) particularly on speaking and reading. Error analysis, teaching techniques and development of activity centres. Exploration and adaptation of various commercial programs in different subjects, (eg. French, reading, Math).

Nature of Course

Prerequisites (or special instructions):

Education 401/2

(Native-like fluency in French.
Instruction will be given in French)

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

2. Scheduling

How frequently will the course be offered? Twice each year

Semester in which the course will first be offered? 1984-2

Goals of the Course A general introductory course for French immersion and Programme-cadre de Français teachers covering history, definition, teaching techniques and a look at other subjects taught in French such as Math, Social Studies, Reading, etc.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff

Library None

Audio Visual None

Space Classroom in FLTC

Equipment None

5. Approval

Date: 3/Aug/82

4/oct/82

Kieran Egan

Kieran Egan

Department Chairman

Dean

Chairman, SCUS

I.

This course is a general introductory course to French Immersion Programs (F.I.P.) and Programme-Cadre de Français (P.C.F.). It covers definition, history, research overview, examination of P.C.F. and various types of F.I.P. in Canada and in B.C.

The emphasis will be on the integration of the four skills, teaching techniques and curriculum resources.

II. OUTLINE OF TOPICS

1. F.I.P. in Canada and in B.C.; P.C.F. in B.C.
Definition, history, differences and similarities.
2. The F.I.P. and P.C.F. teacher in an English School :
rapport with parents, principal and colleagues.
3. Approaches to language learning and language teaching.
4. Research overview on F.I.P. and P.C.F.
5. Integration of the four skills : listening, speaking
reading and writing (emphasis on speaking and reading)
6. Error Analysis in F.I.P.
7. Teaching techniques
8. Individualized instruction and learning centres
9. Teaching the school curriculum in French.
10. Curriculum resources

III. REQUIREMENTS

- | | |
|-------------------------|-----|
| 1. An oral presentation | 30% |
| 2. A paper | 30% |
| 3. A final exam | 40% |

IV. ELIGIBILITY

1. Native-like fluency in French
2. P.D.P. student or teaching certificate

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