

10 Course Descriptions

Undergraduate courses offered by the Faculty of Education in various degree, diploma, and certificate programs are listed according to the department responsible for the courses. Some courses will be available in the evenings only, through the Centre for Continuing Education.

Important: In selecting courses for their programs, students are advised to refer to the University Timetable or, for evening courses, to the Centre for Continuing Education Calendar. Those publications provide the necessary information on course schedules (session, time, place, etc.). For further assistance, students should consult their Faculty advisor.

† Denotes courses not available as Education electives.

▲ Denotes courses offered by the Faculty of Education which, if appropriate to the student's program, may be included in the academic concentration.

◆ Denotes courses which require a password slip. Password slips are available from the Student Affairs Office, Education Building, Room 243, unless otherwise indicated.

* Denotes courses which, because they are scheduled around practice teaching, are open only to Bachelor of Education (U3).

□ Denotes courses with limited enrolment.

● Denotes courses not offered in 2000-01.

The course credit weight appears in parentheses (#) after the name.

10.1 411 – Administration and Policy Studies Courses

411-202 EDU. & ADMIN. INSTITUTIONS. (3) (Limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.) A study of the inter-dependency of the various institutions affecting the education of Inuit or First Nations children. Relationships of non-education institutions, such as Co-ops, Health and Social Services, and other government services, to educational services.

● **411-300 THE SCHOOL AS AN ORGANIZATION.** (3)

● * **411-405D POLICY ISSUES IN QUÉBEC EDUCATION.** (3)

411-405A POLICY ISSUES IN QUÉBEC EDUCATION. (3) This course examines the organization of education in Québec from various perspectives, including historical, political, social and legal. It aims to provide students with sufficient knowledge that they can begin the life-long learning process of a professional educator, aware of, and contributing to, the policy talk on schools.

● **411-411 EDUCATION POLICY ACROSS CANADA.** (3) (Offered through Summer Studies.)

411-450 CURRICULUM ALTERNATIVES. (3) (Prerequisite: permission of the instructor. Offered through Summer Studies.) An examination of various curriculum designs which cross boundaries of subject, method and culture, and the applications to programs for different populations of students.

● **411-470C ISSUES IN EDUCATIONAL POLICY.** (3) (Offered through Summer Studies.) (Prerequisite: 411-204, 411-404 or 411-405)

10.2 412 – Counselling Psychology and Family Life Education Courses

Courses listed under codes 414-, 416-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology.

These 200-level courses are offered each year in the North through Continuing Education. (Restrictions apply.)

● **412-201 INTRODUCTION TO STUDENT ADVISING.** (3)

● **412-202 HELPING SKILLS PRACTICUM I.** (3) (Prerequisite 412-201)

● **412-203 HELPING SKILLS PRACTICUM II.** (3) (Prerequisite 412-202)

● **412-205 CAREER/OCCUPATIONAL DEVELOPMENT.** (3) (Prerequisite 412-203)

● **412-206 GROUP LEADERSHIP SKILLS.** (3) (Prerequisite 412-203)

● **412-207 ABORIGINAL ADOLESCENT DEVELOPMENT.** (3) (Prerequisite 412-201)

● **412-208 NATIVE FAMILIES' SOCIAL PROBLEMS.** (3) (Prerequisite 412-203)

● **412-209 BASIC CRISIS INTERVENTION SKILLS.** (3) (Prerequisite 412-208)

● **412-210 FIELD EXPERIENCE.** (3) (Prerequisite 412-202)

● **412-211 SPECIAL TOPICS IN STUD. PERS. SERV.** (3) (Prerequisite: 412-203)

The following courses 412-501 to 412-510 are offered through Continuing Education in connection with the Diploma in Human Relations and Family Life Education.

□ **412-501 HELPING RELATIONSHIPS.** (3) A course in the basic principles of human relationship and communication skills, approached from a theoretical and experiential viewpoint. An emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour in communication.

□ **412-502 GROUP PROCESSES AND INDIVIDUALS.** (3) A laboratory course in which participants observe individual dynamics within a group setting as well as understand the developmental phases of the group. Participants will be encouraged to experiment with their own behaviour, in order to increase their own awareness of functioning.

□ **412-503 HUMAN SEXUALITY FOR PROFESSIONALS.** (3) (Offered through Summer Studies.) (Field work and /or additional sessions at the discretion of the instructor and students in order to fulfill total class hour requirements.) Historical, biological, anthropological, psychological and sociological perspectives of human sexual development. Sexual dysfunctions and approaches to sex therapy. Attitudes toward sexuality held by professional helpers relative to their implications for the learning and teaching of human sexuality and sex therapy.

□ **412-504 PRACTICUM IN INTERVIEWING SKILLS.** (3) (Prerequisite: 412-501) This course will enable students to become practitioners in the field of Applied Social Sciences. Theoretical principles of the helping relationship will be applied in particular situations. Demonstration, lecture, role-playing, and psychodrama techniques will be used.

□ **412-505 CRISIS INTERVENTION PROCESSES.** (3) Instruction in the skills of working with crisis situations involving persons emotionally disturbed, suicidal, or alcoholic, and those who are on drugs or experiencing emotional trauma, as well as other problems. Attention will be given to identification of referral sources and the writing of reports.

□ **412-507 PRACTICUM IN GROUP LEADERSHIP SKILLS.** (3) (Prerequisite: 412-502) The practical aspects of group leadership, group design and planning. Candidates will set up groups, conduct such groups over a number of sessions, and assess these groups according to the theoretical models covered in the prerequisite course.

□ **412-508 SEMINAR IN SPECIAL TOPICS.** (3) (Offered through Continuing Education.) Content will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants. Permission must be obtained from the department before registration.

□ **412-509 INDIVIDUAL READING COURSE.** (3) (Permission of Associate Program Director required.) By arrangement with individual instructor. Permission must be obtained from the Department before registration.

412-510 FAMILY LIFE EDUCATION AND MARRIAGE. (3) (Offered through Continuing Education.) The contribution of central concepts of psychological theories and therapeutic systems to the un-



For course symbol legends, see [page 208](#)

Understanding of marriage and relationships. Special attention will be given to gender and ethnicity issues in order to increase the sensitivity of students to the issues typically confronted in the modern marriage and family.

The following courses are offered through Continuing Education in connection with the Graduate Certificate in Counselling Applied to Teaching.

412-542 COUNSELLING ROLE OF THE TEACHER. (3) (Offered through Continuing Education.) Theory and practice in interpersonal communication, interviewing, group dynamics, group leadership management, and referral criteria and procedures for students with developmental problems who experience trauma or crisis. Addressed primarily to elementary and secondary teachers who combine instructional responsibilities with a supportive role in school guidance and counselling activities.

● **412-562 CAREER EDUCATION AND GUIDANCE.** (3)

10.3 414 – Inclusive Education and Gifted Education Courses

Courses listed under codes 412-, 416-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology.

● Denotes courses not offered in 2000-01.

Some of the following courses may be offered through Continuing Education. Please consult the 2000-01 Continuing Education Calendar.

414-041 VOLUNTEER SPECIAL NEEDS TUTORING. (0) In collaboration with the McGill Chapter of the Council for Exceptional Children, and subject to the approval of collaborating Montreal-area schools, students contract to tutor students with learning needs. This provides a further practical component to complement students' program experience. (Awaiting University Approval)

414-201 FIRST YEAR PROF. SEM. INCL. ED. (1) (Corequisite: 435-200) This seminar, in conjunction with the first field experience, serves as an orientation to the culture of the school and to teaching as a profession. Inclusive Education students will focus on serving special needs students in various settings across the age/grade span, from preschool through high school.

● **414-211 SOCIAL AND EMOTIONAL DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education.)

● **414-212 PERCEPTUAL MOTOR DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education.)

414-250 SECOND YEAR PROF. SEM. INCL. ED. SEC. (1) (Prerequisites: 414-201 and 435-200. Corequisite: 435-251) This seminar centers on individual differences in teaching and learning, learning styles, and strategies for accommodating individual differences. Inclusive Education students will focus on adolescent development and early identification and prevention of learning and behavioral problems.

414-251 SECOND YEAR PROF. SEM. INCL. ED. (K/ELEM.). (1) (Prerequisites: 414-201 and 435-200. Corequisite: 435-252) This seminar, which accompanies the early childhood teaching experience, will focus on recognizing and accommodating individual differences in learning. Inclusive Education students will focus on child development and early identification and prevention of learning and behavioral problems.

414-306 THIRD YEAR PROF. SEM. INCL. ED. SEC. (3) (Prerequisites: 414-250 and 435-251. Corequisite: 435-302) This seminar focuses on planning classroom teaching and puts into practice students' knowledge of subject methodologies. Topics include: computer technology, cooperative learning, and integrated curriculum. Inclusive Education students focus on teaching academic and social skills to special needs learners across age and grade spans, from preschool to high school.

414-307 THIRD YEAR PROF. SEM. INCL. ED. (K/ELEM.). (3) (Prerequisites: 414-251 and 435-252. Corequisite: 435-303) This seminar focuses on planning classroom teaching and puts into practice students' knowledge of subject methodologies. Topics include: computer technology, cooperative learning; and integrated curriculum. Inclusive Education students focus on teaching academic and social skills to special needs learners across age and grade spans, from preschool to high school.

414-309B EXCEPTIONAL STUDENTS. (3) (Prerequisite for B.Ed. students only: 416-300 or equivalent.) (May be offered through Continuing Education.) Evolution of special education to inclusive education; characteristics, teaching practices, and teachers' roles in inclusive classrooms. Overview of characteristics, causes, needs, and teaching strategies for students with each exceptional-ity, including students with intellectual, emotional, behavioral, sensory, physical and learning differences.

414-341A INSTRUCTION IN INCLUSIVE SCHOOLS. (3) (May be offered through Continuing Education and Distance Education.) Planning, implementing and evaluating curriculum and instruction for students with exceptionalities. Using technology and adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students, families, and other educators in the instructional process. Application component: application of instructional modifications for exceptional students in inclusive schools.

414-404 FOURTH YEAR PROF. SEM. INCL. ED. SEC. (3) (Prerequisites: 414-306 and 435-302. Corequisite: 435-402) This seminar will focus on advanced methodology in the two teaching subjects. Students in the B.Ed. Inclusive Education programs will explore advanced issues in Inclusive Education, including the education of high ability learners. They will complete a leadership project related to special needs students during this seminar.

414-405 FOURTH YEAR PROF. SEM. INCL. ED. (K/ELEM.). (3) (Prerequisites: 414-307 and 435-303. Corequisite: 435-403) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to this seminar. Inclusive Education students will explore advanced issues in Inclusive Education, including the education of high ability learners. They will complete a leadership project related to special needs students during this seminar.

414-344 ASSESSMENT FOR INSTRUCTION. (3) (May be offered through Continuing Education.) Assessing student strengths, problems and needs; functions and use of different types of student assessment (traditional and alternative assessments); assessing the classroom environment; issues in assessment. Application component: application of assessment process with exceptional students, and use of results for planning and adapting instruction.

414-440 MANAGING THE INCLUSIVE CLASSROOM. (3) (May be offered through Continuing Education.) Comprehensive approach to classroom management, including management of student learning and behavior, classroom environment, material and human resources, and teacher growth. Focus on research-based practices, including behavioral approaches, for effectively managing a classroom with diversity of students. Application component: application of classroom management principles in the field.

414-441 STUDENTS WITH BEHAVIOR DIFFICULTIES. (3) (May be offered through Continuing Education and Distance Education.) Theoretical approaches and specific teaching methods appropriate to the needs of students with emotional or behavior problems, including students with attention deficit hyperactivity disorder. Multimodal team intervention approaches are emphasized. Application component: application of teaching methods with students experiencing behavior difficulties.

414-442 STUDENTS WITH LEARNING DIFFICULTIES. (3) (May be offered through Continuing Education.) Commonalities and differences between students with specific learning disabilities, and related teaching approaches. Emphasis on methods, materials, and technology for teaching academic content as well as social skills. Application component: modifying and teaching content areas to students experiencing learning difficulties.

For course symbol legends, see [page 208](#)

414-444 SPECIALIZED METHODS AND MATERIALS. (3) (May be offered through Continuing Education.) Critical review of specialized methods, materials, and technology specifically developed for teaching academic content areas and personal and social development to students with special learning needs. Use of specialized methods and materials in elementary and secondary classrooms. Emphasis on using an integrated curriculum approach.

414-445 VOCATIONAL PREPARATION. (3) (May be offered through Continuing Education.) Planning, implementing, and evaluating vocational programs for students with varying interests, abilities, and needs. Roles of students, families, and professionals in transitional and vocational planning. Coordination with community services, private enterprise, and other professionals in developing comprehensive vocational preparation programs.

414-446 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

414-447 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

414-448 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

414-450 COMPUTERS AND SPECIAL NEEDS. (3) (May be offered through Continuing Education.) Overview of the role and contribution of computers in relation to students with exceptionalities. Review of instructional uses of computers, applications for modifying and teaching curriculum applications for specific learning needs, assistive devices for students with sensory and physical disabilities, and resources for students and teachers.

414-526 TALENTED AND GIFTED STUDENTS. (3) (May be offered through Continuing Education.) The psychology and education of exceptionally able children. Definitions, assessment, goals, classroom adaptations, educational programs, and educational issues. The course combines theoretical background and practical concerns. Application component: application of teaching methods with exceptionally able students.

414-527 CREATIVITY AND ITS CULTIVATION. (3) (May be offered through Continuing Education.) Recent research, theory, and educational practice concerning creativity, with special attention to creativity in students and educational settings.

414-528 GIFTED STUDENTS WITH SPECIAL NEEDS. (3) (Prerequisite: 414-526) (May be offered through Continuing Education.) Selected examination of gifted students who have special needs beyond those normally associated with their abilities. Examples include very young, underachieving, disabled, rural, poor, culturally different, creative and female gifted students. The course explores the nature of the special needs and implications for instructional adaptation.

414-536 PRACTICUM IN GIFTED EDUCATION I. (3) (Prerequisite: 414-526) (Normally available in July only and offered concurrently with 414-537 during the Gifted Summer School.) (Permission to register is required from the Gifted Summer School. Please call 398-4252 for an application form.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars.

414-537 PRACTICUM IN GIFTED EDUCATION II. (3) (Prerequisite: 414-526) (Normally taken with 414-536. Permission is required to register; please call 398-4252 for an application form.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars.

414-539 FIELD WORK I: EXCEPTIONAL STUDENTS. (3) Supervised experience with exceptional students in an approved educational setting.

414-540 FIELD WORK II: EXCEPTIONAL STUDENTS. (3) (Prerequisite: 414-539) Supervised experience with exceptional students in an approved educational setting.

414-543 FAMILY, SCHOOL AND COMMUNITY. (3) (May be offered through Continuing Education.) Examination of family, school, community and societal influences on student growth, develop-

ment and adjustment. Emphasis on family perspectives, school, community services, and community collaboration.

10.4 415 – Catholic Studies Courses

● **▲ 415-204 HUMANITY BEFORE REALITY.** (3)

● **▲ 415-205 PHILOSOPHY OF RELIGION.** (3)

▲ 415-207 WHO IS CHRIST? (3) (Offered through Continuing Education.) An open search for the authentic person of Christ – from Scriptures and present day manifestations.

● **▲ 415-208 PHILOSOPHY OF HUMAN NATURE.** (3)

▲ 415-209 THE SEARCH FOR AUTHENTICITY. (3) (Offered through Continuing Education.) A search for meaning in contemporary living as reflected in selected authors.

● **▲ 415-290 GUIDE TO READING THE BIBLE.** (3)

415-332A GUIDING RELIGIOUS RESPONSE – ELEMENTARY. (3) Religious and moral phases in the development of the elementary school child and an exploration of various programs and procedures for cultivating this development.

***415-392A GUIDING RELIGIOUS RESPONSE – SECONDARY.** (3) A study of developmental religious and moral life of the secondary school student, and of the programs and procedures designed to meet this development.

▲ 415-394 PHILOSOPHY OF GOD. (3) (Offered through Continuing Education.) A critical study of the concept of God from a variety of religious, philosophic and mystical perspectives.

● **▲ 415-395 MORAL VALUES AND HUMAN ACTION.** (3)

▲ 415-396 SEMINAR IN CONTEMPORARY THEOLOGY. (3) (Offered through Continuing Education.) A reading seminar course in which current theological problems are discussed. Specific topics may differ from year to year.

***415-398A,B PHILOSOPHY OF CATHOLIC EDUCATION.** (3) An exploration of the philosophy of Catholic education, and its relevance in the world today.

▲ 415-473B LIVING WITH INSIGHT. (3) An examination of the moral and spiritual challenges of the modern and post-modern world. Emphasis will also be placed on the role and responsibility of education in meeting these challenges.

▲ 415-491 THEOLOGICAL THEMES. (3) (Offered through Continuing Education.) A study of several theological themes central to Christianity. Particular emphasis on faith and sacramental life.

▲ 415-494B ETHICS IN PRACTICE. (3) Fundamental principles of ethics as applied to current moral issues such as abortion, drugs, nuclear war, and discrimination.

● **▲ 415-495 THE EUCHARIST.** (3)

10.5 416 – Educational Psychology Courses

Courses listed under codes 412-, 414-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology.

416-208A PERSONALITY AND SOCIAL DEVELOPMENT. (3) (Not available for Psychology Major students or any student who has taken or is required to take 204-304 in the Psychology Department.) Personality, social behavior, and moral development from nursery school up to, but not including, adolescence. Emphasis on aspects of personality and social development that are related to the process of schooling.

416-250B SECOND YEAR PROFESSIONAL SEMINAR. (1) (Prerequisites 455-201 and 435-200. Corequisite: 435-251) (Open to B.Ed. Secondary students only.) Individual differences in teaching and learning, learning styles, strategies for accommodating individual differences, coaching and tutoring individuals and small groups, peer teaching and tutoring.

416-251B SECOND YEAR PROF. SEM. (K/ELEM). (1) (Prerequisites: 435-200 and 455-201. Corequisite: 435-252) (Open to B.Ed. K/Elem. students only.) The seminar, which accompanies the early childhood teaching experience, will focus on individual differences

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in teaching and learning, learning styles, strategies for accommodating individual differences in an early childhood setting.

416-300A,B EDUCATIONAL PSYCHOLOGY. (3) (Prerequisite: student-teaching or equivalent experience.) Selected theories, models, and concepts relevant to planning and reflecting upon educational practice and improvement. Overview of development, learning, thinking, motivation, individual difference, etc. In relation to applications in classroom teaching and learning, the complementary role of counsellors and psychologists, educational computing and technology. The Youth Protection Act.

□ ▲ ***416-304A,B MEASUREMENT AND EVALUATION.** (3) The purposes of examinations. Causes of complaints about examinations. Equalizing means and dispersions in distribution of marks. Standardized scores. The percentile system. Essay and objective-type examinations. Taxonomies of educational objectives. Validity and reliability: item analysis.

▲ **416-310 EDUCATIONAL COMPUTER APPLICATIONS.** (3) The course will be non-mathematical in nature and will deal with such topics as recent developments in computer-assisted instruction, computer-assisted testing, and computer-managed instruction. The results of recent research and their field applications will be considered.

416-320 ADULT LEARNING AND TEACHING. (3) (Offered through Continuing Education.) The application of theories of learning to adult learners. Developing effective teaching strategies for use with adult learners. Managing adult learning systems. Special characteristics of the adult learners.

416-335 INSTRUCTIONAL PSYCHOLOGY. (3) (Prerequisites: An introductory course in psychology or 416-300.) (May be offered through Continuing Education.) Psychological processes in instruction and learning, assessment, and curriculum design, based on theories of cognition, motivation, and the social context of instruction.

416-355 COGNITION AND EDUCATION. (3) (Prerequisites: 204-213 or permission of the instructor.) (May be offered through Continuing Education.) Cognition and learning in educational domains and contexts. Contributions of cognitive science to issues in education including domain-specific and general knowledge and expertise, situated cognition and learning, cognitive apprenticeship, and uses of computers and networks as cognitive tools in educational settings.

416-377A ADOLESCENCE AND EDUCATION. (3) (Also offered in the Winter term through Continuing Education.) Development of personality and social behaviour in adolescence. Problems relating to self-concept, academic achievement, relationships with others, and development of values in a changing culture. Some attention to current criticisms of the school as an agency involved in adolescent development.

416-394 COGNITIVE DEVELOPMENT. (3) (This course should be seen as a complement to either 416-208 or 416-377.) Piaget's theory of intellectual development and its relevance for the school; the work of others will also be considered.

416-410 ADVANCED COMPUTER APPLICATIONS. (3) (Prerequisite 416-310) The course will deal with such topics as Advanced Computer Assisted Instruction tailored testing by computer, advanced computer managed instruction, and multi media Computer Assisted Instruction.

416-495 INDIVIDUAL READING COURSE. (3) (By arrangement with individual instructor. Permission must be obtained from the Department before registration.)

† **416-496 INDIVIDUAL READING COURSE.** (3) (By arrangement with individual instructor. Permission must be obtained from the Department before registration.)

416-510 LEARNING AND TECHNOLOGY. (3) (May be offered through Continuing Education.) Impact of virtual learning communities on learners/teachers in formal schooling and beyond. Information technologies as a resource to enhance learning experiences, creative/critical thinking. Principles of Internet design, authoring, management. Evaluation of computer-based information quality and

strategies for efficient and effective use of the technology in education and society.

416-515 GENDER IDENTITY DEVELOPMENT. (3) (Offered through Summer Studies.) (Prerequisites: 416-208, 416-300 or a course in developmental psychology.) Theoretical models and empirical findings relevant to the development of gender identity. Special attention is given to the influence of peers in school settings. Psychological, physiological, parental, peer and cultural influences on gender identity.

† **416-535A INSTRUCTIONAL DESIGN.** (3) This course draws on the fields of learning theory, developmental psychology, and measurement to focus on the tasks of constructing instructional materials. Areas to be considered include behaviour analysis, concept formation, and test construction.

□ **416-545 PRACTICUM IN INSTRUCTIONAL DESIGN.** (3) (Prerequisite: 416-535) (Permission of Associate Program Director required.) Extensive work on developing an instructional system. Each student selects a subject area and develops and validates an instructional unit. Students may wish to use this occasion to investigate in depth a particular aspect of feature of instructional design.

416-555A APPLIED COGNITIVE SCIENCE. (3) Examination of foundations of cognitive science including contributions by psychology, linguistics, and computer science. Consideration of theory and methodology or cognitive science in educational and instructional contexts.

□ **416-560 HUMAN DEVELOPMENT.** (3) (Offered through Summer Studies.) (Field work and/or additional sessions at the discretion of the instructor and students in order to fulfill total class hour requirements.) A review of current theory and knowledge of human development through the life cycle. Particular attention is given to emotional and social development. All major age-stages are considered. Emphasis is placed on the effects of interaction between individuals of these different age groupings.

416-564 FAMILY COMMUNICATION. (3) (Offered through Continuing Education.) Family communication processes and interpersonal reactions in the context of marriage and the contemporary family will be considered. Attention will be given to role changes and the effect of crises on marital and family relationships. Permission of Associate Program Director required.

416-565 PSYCHOSOCIAL ASPECTS OF CANCER. (3) (Offered through Summer Studies.) Psychosocial aspects of cancer experience; assessment of psychological needs, resources and development of appropriate new coping skills. Crisis intervention, cognitive-behavioral therapy, relaxation, visual imagery, communication, decision making and pain management in group and individual modalities, for patients and significant others.

▲ **416-575 EDUCATIONAL MEASUREMENT.** (3) (Offered through Continuing Education and Summer Studies.) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

□ **416-595 SEMINAR IN SPECIAL TOPICS.** (3) The content of the seminar will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants.

416-596 SEMINAR IN SPECIAL TOPICS. (3) Seminar in selected topics in Educational and Counselling Psychology. The topic will vary from year and will be announced prior to registration.

10.6 421 – Protestant Studies Courses

● **421-331 DEVELOPMENTAL APPROACHES TO MRE.** (3)

● **421-332 MRE ELEMENTARY CURRICULUM.** (3)

***421-372A HUMAN & RELIGIOUS VALUES IN SEC. SCHOOL.** (3) An enquiry into teaching methods in two areas: (1) Religion (as a phenomenon of human experience). (2) The development of moral judgment in social and personal issues.

10.7 422 – Jewish Studies Courses

□ **422-250A UNDERSTANDING & TEACHING JEWISH LIVING.** (3) An exploration of Jewish holidays and life cycle rituals. Emphasis is

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placed on their historical development and philosophical meaning. Curriculum developed for teaching this material in various Jewish educational frameworks is examined and evaluated.

- **422-300 COMPLEMENTARY ACTIVITIES IN JEWISH EDUCATION.** (3)

- **422-320 VISIONS & REALITIES OF JEWISH EDUCATION.** (3)

- **422-370 CLASSROOM STRATEGIES IN JEWISH STUDIES.** (3)

- 422-400B TEACHING THE JEWISH LITURGY.** (3) (Prerequisite: 135-333 or permission of instructor.) Survey of the high holiday and festival liturgy of the Jewish people, including the Passover Haggadah. Emphasis is placed on the meaning and purpose of prayer, and on the theological, moral and philosophical issues raised by the texts. Curriculum developed for teaching prayer and fostering spirituality within Jewish educational frameworks is examined and evaluated. (Awaiting University Approval)

- **422-401 TEACHING THE BIBLE I.** (3)

- **422-402 TEACHING THE BIBLE II.** (3) (Prerequisite: 422-401 and permission of instructor.)

- **422-404 TEACHING HEBREW AS A SECOND LANGUAGE.** (3) (Prerequisite: 135-340D or its equivalent.)

- 422-420B TEACHING JEWISH HISTORY.** (3) Approaches, strategies and techniques of teaching Jewish history from ancient times to the present. Particular attention will be paid to creating educational materials that teach an understanding of history and that relate Jewish history to general world history, primarily at the secondary level.

- 422-421A TEACHING THE HOLOCAUST.** (3) Approaches, strategies and techniques of teaching the holocaust. Examination of the holocaust to learn how to teach about it and how to use it as a base of teaching about prejudice, cultural identity, racism, human rights and moral responsibility.

422-451A,B,C TUTORIAL IN JEWISH EDUCATION. (3) A reading course for students who wish to explore intensively the literature in a particular area related to teaching Jewish studies.

10.8 423 – Philosophy of Education Courses

- **423-205 SOCIOLOGY OF EDUCATION.** (3)

- **423-250A,B PROFESSIONAL SEMINAR II.** (1) (Prerequisites: 455-201, 435-200. Corequisite: 435-250)

- **423-309 THE RELIGIOUS QUEST.** (3) (Offered through Continuing Education.)

- 423-324 VALUES AND HUMAN SEXUALITY.** (3) (Offered through Distance Education.) Human sexuality in the context of society, moral and religious development. The course will focus on principles and goals underlying values and moral education as applied to sexual behaviour.

- * **423-340A MORAL EDUCATION C&I.** (3) Critical assessment of theories and models of moral education, including cognitive and affective approaches; moral education curricula and teaching methods; aims, strategies and evaluation techniques.

- * **423-400A,B PHILOSOPHICAL FOUNDATIONS.** (3) Ideas essential for the development of a coherent educational theory and sound professional practice. Reflections on: the nature of the person, of reality, of knowledge, and of value; the aims of education, the nature of the school and the curriculum, the roles and responsibilities of professional educators.

- **423-403 EDUCATION OF MINORITY GROUPS.** (3)

- **423-405 EDUCATIONAL AND SOCIAL CRITICISM.** (3)

- **423-406 COMPARATIVE EDUCATION.** (3)

- 423-408B HUMAN VALUES AND EDUCATION.** (3) A study of selected works dealing with moral, religious, social, and political values with a view to determining their relevance to basic educational issues.

- 423-409B WOMEN AND EDUCATION.** (3) (Core course for the Women's Studies Minor Program.) The school as a sexist institution in both historical and contemporary perspectives; identifies women's contributions to intellectual history and the development of educational ideas and practices; analyses problems such as those of prejudice in schools, women teachers and promotion, sex role stereotypes in texts. Interdisciplinary approach. Guest speakers.

- **423-410 WOMEN IN HIGHER EDUCATION.** (3) (Core course for the Women's Studies Minor Program)

- 423-461B SOCIETY AND CHANGE.** (3) Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.

- **423-462 LEARNING IN CONTEMPORARY SOCIETY.** (3)

- * **423-464A INTERCULTURAL EDUCATION.** (3) (Not for credit if 455-410 or 433-441 has been or is being taken.) Issues of learning and teaching in multicultural classrooms; development of understanding of different cultures and cultural perspectives.

- **423-505 EDUCATION AND SOCIAL ISSUES.** (3)

10.9 424 – Education in Drama Courses

- † **424-342B C&I IN DRAMA EDUCATION.** (3) (Prerequisite or corequisite: at least one course in Drama Education.) Pedagogical theory and practical applications in the teaching of developmental drama, dramatic forms, improvisation and theatre arts.

- 424-394 CREATIVE DRAMATICS FOR THE CLASSROOM.** (3) (Offered through Continuing Education.) A participatory course in creative drama and the use of improvisational techniques in the pursuit of student development.

- **424-396 SPEECH IN DRAMA EDUCATION.** (3) (Offered through Continuing Education.)

- **424-494 IMPROVISATION & THEATRE ARTS FOR CLASS.** (3) (Prerequisite: 424-394)

- **424-496 DRAMA/PLAY PRODUCTION IN EDUCATION.** (3) (Prerequisites: one or more of the following, or the permission of the instructor: 424-394, 424-494, 110-269.)

10.10 425 – Secondary Education Courses

Note: All courses in the Department of Educational Studies have limited enrolment

ENGLISH

425-201 EFFECTIVE WRITTEN COMMUNICATION. (3) (Offered through Distance Education.) Designed to help develop the quality of academic and professional communication (in English). Emphasis on the writing process: problem solving strategies; ways of generating, developing and organizing ideas; designing written and oral communications for different audiences; revising and editing texts; and analyzing writing problems.

* † **425-361A SECONDARY SCHOOL ENGLISH I.** (3) Examination of appropriate materials related to the high school English programs; exploration of various techniques of teaching language, literature, writing and dramatics in the secondary school.

425-365 EXPERIENCES IN COMMUNICATIONS. (3) (Offered through Continuing Education.) Personal development of students as communicators; involvement of the imagination in individual and group projects in language and in an other chosen medium of communication: analysis of experiences in projects in relation to general problems of communication.

▲ **425-366 LITERATURE FOR YOUNG ADULTS.** (3) (Offered through Continuing Education.) Selection and use of literature for the differing abilities and interests of high school students.

MATHEMATICS

* † **425-353A SECONDARY SCHOOL MATHEMATICS I.** (3) (Prerequisites: 24 credits in post-secondary mathematics.) Directed observations in secondary schools and the study of the general objectives and curriculum trends. The learning problems, teaching

For course symbol legends, see [page 208](#)

strategies and mathematical concepts encountered in the High School curriculum.

SCIENCE

* † **425-370B TEACHING GENERAL SCIENCE.** (3) Principles and procedures for implementation of the general science curriculum in the secondary schools of Québec. A survey of teaching methods and laboratory management appropriate to the junior and senior high school level.

SOCIAL SCIENCES

* **425-389A ISSUES IN SOCIAL STUDIES.** (3) (Corequisite: 455-334D) This course will examine the nature, content, and methodology of social studies education in the secondary school.

10.11 426 – Education in Art Courses

All courses have limited enrolment.

□ ▲ **426-204A DRAWING.** (3) Development of sound drafting skills through the study of organic forms and the human figure in various media.

□ ▲ **426-205A PAINTING II.** (3) (Prerequisite: 426-204) Investigation of color, media, tools, techniques. Studies of natural forms, the human figure.

□ ▲ **426-241A BASIC ART MEDIA FOR THE CLASSROOM.** (3) An introduction to media that can be easily adapted to elementary classroom studio exploration.

▲ **426-242 CULTURAL SKILLS.** (3) Development of First Nations and Inuit skills and knowledge in art, music handicrafts or other areas both modern and traditional. Topics will vary and be chosen from a range identified by classroom teachers. Course may continue over several training sessions.

□ ▲ **426-296B BASIC DESIGN.** (3) Exploration of the basic elements of visual art through two dimensional composition and three-dimensional constructions. Investigation of materials and tools and the processes of manipulating and relating materials.

* **426-301 FOUNDATIONS OF EDUCATION IN THE ARTS.** (3) (Offered through Distance Education.) An introduction to the role of the arts in education and society with emphasis on the nature of aesthetic encounters and their potential to facilitate values inquiry.

● □ ▲ **426-302 SPECIAL TOPICS.** (3)

● □ ▲ **426-304 PAINTING III.** (3) (Prerequisite: 426-205)

● □ ▲ **426-305 PAINTING IV.** (3)

● □ ▲ **426-307B DRAWING II.** (3) (Prerequisite: 426-204)

□ † **426-332A,B ART C&I – ELEMENTARY.** (3) An introduction to theories on children's visual expression and perception, lesson planning, and classroom-oriented studio practice.

● ▲ **426-398 EARLY CANADIAN ART.** (3)

● □ ▲ **426-404 PAINTING V.** (3) (Prerequisite: 426-305)

● □ ▲ **426-405 PAINTING VI.** (3) (Prerequisite: 426-404)

● □ **426-410 AESTHETICS & ART CRITICISM FOR THE CLASSROOM.** (3)

□ ▲ **426-496 SCULPTURE I.** (3) (Offered through Continuing Education.) An investigation of basic sculpture methods and concepts with a view toward developing personal aptitudes. Development of three-dimensional thinking through direct experience with processes using new and traditional materials.

● □ ▲ **426-497 SCULPTURE II.** (3) (Prerequisite: 426-496)

● □ ▲ **426-498 SCULPTURE III.** (3) (Prerequisite: 426-497)

● □ ▲ **426-499 SCULPTURE IV.** (3) (Prerequisite: 426-498)

Note: For other courses in Art History see the Faculty of Arts [section 11.4](#).

10.12 429 – Education in Music Courses

□ ▲ **429-201 BASIC MUSICIANSHIP FOR CLASSROOM TEACHERS I.** (3) (Offered through Distance Education.) Introduction to the elements of music theory through techniques of aural training, sight singing and keyboard. Lab work at the keyboard.

429-206A FIRST YEAR PROF. SEM. MUSIC. (1) (Corequisite: 435-205) This seminar along with First Year Field Experience Music serves as an orientation to the culture of the school and to teaching as a profession. Emphasis is on the general functioning of elementary and secondary schools. Topics include the role of the arts in the curriculum.

429-207C SECOND YEAR PROF. SEM. MUSIC. (1) (Prerequisites: 429-206 and 435-205. Corequisite: 435-206) This seminar continues the process of developing a professional identity. Topics include strategies for accommodating individual differences, coaching and tutoring individuals and small groups, peer teaching and tutoring, the role of the arts in the curriculum, differences and similarities in teaching music and teaching other subjects.

□ ▲ **429-301 BASIC MUSICIANSHIP FOR CLASSROOM TEACHERS II.** (3) (Offered through Distance Education.) (Prerequisites: 429-201 or 429-214 and permission of instructor.) Advanced course in the study of the elements of music theory through techniques of aural training, sight singing, keyboard or ukulele.

429-306B THIRD YEAR PROF. SEM. MUSIC. (2) (Prerequisites: 429-207 and 435-206. Corequisite: 435-305) This seminar emphasizes classroom management in the elementary classroom and the development of strategies for teaching music to large groups; critical examination of the school, the program, the teacher and the student body and how these elements converge in the elementary classroom.

□ ▲ **429-314B INSTRUMENTS IN THE CLASSROOM.** (3) (The ability to read notation is not a prerequisite) Rhythmic and melodic instruments are introduced and their potential to enhance songs, poems, stories and movement is explored through students' active participation.

□ ▲ **429-341 LISTENING FOR LEARNING.** (3) (Offered through Distance Education.) (The ability to read notation is not a prerequisite.) Musical knowledge is developed and articulated through a structured approach to listening. Using recorded examples, students learn how to recognize, identify and discuss musical elements, devices, styles and genres.

□ † **429-342B MUSIC C&I FOR GENERALISTS.** (3) Study of materials and instructional techniques grounded in an understanding of basic musical concepts and contemporary theories of music teaching and learning. Definition of musical objectives and rationales, selection and development of materials, review of MEQ guidelines. Participation through singing, movement, listening, discussion and lesson planning and implementation.

● ▲ **429-352 MUSIC LISTENING IN EDUCATION.** (3)

□ ▲ **429-362A MOVEMENT, MUSIC AND COMMUNICATION.** (3) Coordination of musical perception and movement and development of communication skills that arise from this combination. Structured and improvised eurhythmic activities are used to explore the relationship between time, space and energy. Classroom applications are explored. No formal music training is required.

429-406A FOURTH YEAR PROF. SEM. MUSIC. (2) (Prerequisites: 429-306 and 435-305. Corequisite: 435-405) Continuation of topics from Third Year Professional Seminar Music with emphasis on philosophical issues of music teaching at the secondary level.

* † **429-442B ELEMENTARY MUSIC C&I.** (3) Preparation for Third Year Field Experience. Includes the study of curriculum content and instructional approaches, classroom management issues, lesson planning and program development for elementary schools.

* † **429-472A SECONDARY MUSIC C&I.** (3) Preparation for Fourth Year Field Experience. Includes the study of curriculum content and instructional approaches, classroom management issues, lesson planning and program development for secondary schools.

For course symbol legends, see [page 208](#)

10.13 431 – Second Language Education Courses

431-209A FIRST YEAR PROFESSIONAL SEMINAR. (1) (Prerequisite 431-300. Corequisite 435-209.) The first-year professional seminar is concerned with how to observe in second language classrooms. Students will be introduced to ways of observing instructional practices and procedures and will begin to reflect on various interactional patterns between teachers and students as observed in the First Year Field Experience.

▲ **431-247 SEC. LANG. ED. IN ABORIGINAL CMMTS.** (3) Issues and considerations in the learning of English or French in Aboriginal communities. Emphasis on teaching a second language to Aboriginal children. Limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

431-259B SECOND YEAR PROFESSIONAL SEMINAR. (1) Prerequisite: 431-209. Corequisite: 435-259.) The professional seminar is held in conjunction with the Second Year Field Experience and allows for reflection on how various teaching strategies respond to a variety of learning styles in L2 classrooms.

▲ **431-300A FOUNDATIONS OF L2 EDUCATION.** (3) This introduction to the field of second language education provides an overview of the supporting disciplines (e.g., linguistics, psychology, sociology and education) and includes historical and analytical perspectives on the development of L2 teaching through an examination of approaches to L2 instruction and specific teaching methods.

431-301A ÉTUDE DE LA LANGUE ENS. DU FLS. (3) (Prerequisite: 431-300) (Not for credit if 431-311 or 455-302 has been or is being taken.) Ce cours traite du fonctionnement du français des points de vue phonologique, morphologique, syntaxique, sémantique, et discursif. Ces aspects seront examinés par rapport à l'enseignement et à l'apprentissage du français langue seconde.

▲ **431-304B SOCIOLINGUISTICS AND L2 EDUCATION.** (3) This course introduces students to various social aspects of language, language use, and language learning by examining second language education from three interrelated perspectives: sociolinguistics, discourse, and culture. Issues range from language variation and social attitudes to conversational analysis and cross-cultural communication. (May be offered in English or French.)

▲ **431-305B L2 LEARNING IN CLASSROOM SETTINGS.** (3) (Prerequisite: 431-300.) This course provides an introduction to theory and research in second language acquisition (SLA). It is designed to help students understand the processes, developmental patterns and factors contributing to SLA so that the students will be prepared to evaluate and develop teaching procedures in light of this understanding.

431-309A THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisite: 431-259. Corequisite: 435-309.) The third-year professional seminar will provide a forum for reflection on teaching in various ESL classrooms at the elementary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

431-311B LANGUAGE STUDY FOR ESL TEACHERS. (3) (Prerequisite: 431-300.) (Not for credit if 431-301 or 455-302 has been or is being taken.) The course focuses on how the English language works as a system, examining it from the levels of phonology, morphology, syntax, semantics, and discourse. These aspects will be considered in relation to second language teaching and learning.

431-319A SÉMINAIRE PROFESSIONNEL III. (3) (Prerequisite: 431-259. Corequisites: 431-444, 435-309) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au primaire. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

431-330A L2 LITERACY DEVELOPMENT. (3) This course examines current theories of second language literacy development and their implications for teaching, including the use of literature as a tool for language learning. Key issues include the nature of literacy development, reading and writing processes, and appropriate pedagogical approaches.

▲ **431-341A LITTÉRATURE ET LITTÉRATIE EN FLS.** (3) Ce cours étudie les modèles théoriques et le développement de la littératie, les processus d'apprentissage d'un bon lecteur/scripteur et les approches méthodologiques dans divers contextes scolaires, en plus d'analyser les différents genres de la littérature enfantine et de jeunesse propre à la culture du Québec et de la francophonie.

431-345A ENSEIGNEMENT DU FSL PAR IMMERSION. (3) (Prerequisite: 431-300) Ce cours examine divers cheminements retrouvés en contexte immersif ainsi que diverses approches pédagogiques propices à l'enseignement du FLS par le biais de matières scolaires. Des recherches effectuées en contexte immersif seront également examinées par rapport au développement langagier des élèves en immersion.

● **431-346B TFSL IN LATER IMMERSION CLASSES.** (3)

431-360 TESL/TFSL PRACTICUM – ELEMENTARY. (3) (Corequisites: 431-444 for TFSL students; 431-447 for TESL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories: focus on the design and use of teaching units, the organization of communication activities, the selection and use of diagnostic and remedial materials.

431-361 TESL/TFSL PRACTICUM – SECONDARY. (3) (Corequisites: 431-472 for TFSL students; 431-458 for TESL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories: focus on curriculum development, and on the production of instructional, diagnostic and remedial materials.

● ♦▲ **431-381 YNG. ADULT LIT. STUDENTS LEARN. FSL.** (3)

431-402B MESURE ET ÉVALUATION EN FLS. (3) (Prerequisites: 431-444 and 435-309.) Ce cours initie les étudiants à l'évaluation des apprentissages dans une approche critériée et à l'élaboration de situations d'évaluation spécifique au développement d'une compétence de communication en FLS aux niveaux primaire et secondaire. Les étudiants explorent les étapes, les objets, et les outils d'évaluation, ainsi que l'interprétation des résultats.

431-409B FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisite: 431-309. Corequisite: 435-409.) The fourth-year professional seminar will provide a forum for reflection on teaching in a variety of ESL classrooms at the secondary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

431-412B MEASUREMENT & EVALUATION IN TESL. (3) (Prerequisites: 431-447 and 435-309.) This course deals with the role of evaluation in TESL. Students will explore the kinds of information needed to make educational decisions in second language courses, different techniques for getting that information, and ways for interpreting it. Principles and methods for evaluation with and without tests are discussed and practiced.

431-419B SÉMINAIRE PROFESSIONNEL IV. (3) (Prerequisite: 431-319. Corequisites: 431-472 and 435-409.) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au secondaires. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

431-444A ENSEIGNEMENT DU FLS AU PRIMAIRE. (3) (Prerequisite: 431-301. Corequisites: 431-319 and 435-309.) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire : FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite au primaire.

For course symbol legends, see [page 208](#)

431-447A TESL IN ELEMENTARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-309 and 435-309.) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the elementary level. The planning of instructional units that aim to develop learners' oral and written communication skills will be emphasized.

431-449A/B SPECIAL TOP. IN SEC. LANG. TEACH. (3) Selected topics in second language teaching. Possible topics include communicative competence, interlanguage/error analysis and functional-notional approach to second language teaching.

431-458B TESL IN SECONDARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-409 and 435-409.) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the secondary level, namely, Regular ESL and English Second Language Arts. The planning of instructional units that develop learners' oral and written communication skills will be emphasized.

431-472B ENSEIGNEMENT DU FLS AU SECONDAIRE. (3) (Prerequisite: 431-301. Corequisites: 431-419 and 435-409.) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire: FLS, immersion et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite de la langue seconde au secondaire.

□ **431-506B COMPUTER/INTERNET & L2 LEARNING.** (3) This course addresses theoretical principles, models and empirical findings relevant to computer aided language learning (CALL). Students will review and analyze existing CALL programs, Internet resources, and multimedia technology for second language education. This course includes an application component.

10.14 432 – Educational Technology Courses

Courses listed under codes 412-, 414-, 416- and 449- are also offered by the Department of Educational and Counselling Psychology.

□ **▲ 432-200A APPLICATIONS SOFTWARE.** (3) (Also offered through Continuing Education and Distance Education.) Applications Software is the "gateway" course to educational computing. It introduces novices to basic computing skills, using a printer, word processing, data bases and spreadsheets. Assignments and projects focus on educational applications by teachers and students.

▲ 432-204 EDUCATIONAL MEDIA I. (3) (Offered only through Distance Education and Continuing Education.) Educational Media I is the "gateway" course for educational media. It reviews audio-visual education and emphasises the rationale for audio-visual materials in education, and the underlying principles in their design, production and effective use.

▲ 432-300 SPREADSHEETS AND CHARTING. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) This course explores the techniques and educational applications of spreadsheets and simple charting.

432-303 EDUCATIONAL PHOTOGRAPHY I. (3) (Prerequisite: 432-204 or equivalent) (Offered only through Distance Education.) An introduction to the history, use, research and principles of photography in education. Emphasis is on developing visual literacy and basic photographic and darkroom techniques for teachers and their students.

432-306 VIDEO PRODUCTION FOR EDUCATION I. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) The course comprises a survey of the development of educational video and the making of short productions for schools using single camera and portable video systems.

432-308 VIDEO IN THE CLASSROOM. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) Language of the moving image; techniques of influencing the viewer; components of

program design; development of criteria for evaluating and selecting television and video for instructional use; review of current research in the effectiveness of television and video instruction; sources of materials; design of integrated lessons.

432-310 DISCOVERY THROUGH LOGO. (3) (Offered only through Distance Education.) Through simple geometry and drawing shapes in the LOGO programming language, learners develop a first-hand appreciation of the merits of practical problem-solving. The course includes Papert's approach to discovery methods on the computer, integrating text and graphics, and emphasizes classroom activities and applications.

● **▲ 432-311 LOGO AND THE LEARNING PROCESS.** (3) (Prerequisite: 432-310) (Offered only through Distance Education.)

432-315 INSTRUCTIONAL DESIGN. (3) (Offered only through Distance Education.) The examination and application of the systematic planning techniques necessary in the design, development and validation of effective instructional materials.

▲ 432-320 DESKTOP PUBLISHING FOR SCHOOLS I. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) The course develops a knowledge of, and practical skills in, graphic design for producing audio-visual and printed instructional materials. It covers typography fundamentals, layout techniques, graphic design and production. Word processing and graphics files are used to create educational page designs and related student desktop activities.

▲ 432-321 DESKTOP PUBLISHING FOR SCHOOLS II. (3) (Prerequisite: 432-220 or 432-320) (Offered only through Distance Education.) The second course elaborates further on graphic design fundamentals and explores the capabilities of desktop publishing software for creating a professional appearance for yearbooks, brochures and school newspapers.

432-330 AUDIO PRODUCTION FOR EDUCATION. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) A practical introduction to audio production techniques using available resources in the school setting. This course explores audio both as a medium of communications and as a component of video and multi-media productions.

432-340 DATABASES IN EDUCATION. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) This course explores the design and applications of databases in classroom learning and administration.

432-341 INSTRUCTIONAL PROGRAMMING I. (3) (Offered only through Distance Education.) This course introduces the principles and classroom applications of a computer programming language commonly found in schools. Programming language will be Visual BASIC.

● **▲ 432-342 INSTRUCTIONAL PROGRAMMING II.** (3) (Prerequisite: 432-341) (Offered only through Distance Education.)

● **▲ 432-346 CREATING COMPUTER COURSEWARE.** (3) (Prerequisite: 432-315) (Offered only through Distance Education.)

432-347 MULTI-MEDIA TOOLS. (3) (Prerequisite: 432-200 or equivalent.) The course examines theoretical concepts for, and provides a practical training in, the creation of multi-media presentations for the classroom and Web sites.

▲ 432-348 EDUCATIONAL SOFTWARE. (3) (Prerequisites: 432-200 and 432-315) (Offered only through Distance Education.) This course explores the approaches taken by different software packages, their educational applications and the management of multi-media based learning resources. Students develop and apply evaluation criteria for software selection, design teaching units incorporating educational software, and devise plans for integrating multi-media into the school curriculum.

● **432-403 EDUCATIONAL PHOTOGRAPHY II.** (3) (Prerequisite: 432-303) (Enrolment limited to 24. Offered only through Continuing Education.)

▲† 432-405 INDEPENDENT PROJECT. (6) (This should be the last course undertaken by a student in the program.) A major instructional media or educational computing production undertaken by the student after consultation with the Director of the Educational Technology Program.

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● **432-407 VIDEO PRODUCTION FOR EDUCATION II.** (3) (Prerequisite: 432-306) (Offered only through Continuing Education.)

▲ **432-408 INTERNET RESOURCES.** (3) (Prerequisite: 432-200 or equivalent) (Offered only through Continuing Education and/or Distance Education.) This practical course introduces teachers to the vast resources of the Internet and World Wide Web, and explores their educational applications.

432-409 SPECIAL TOPICS. (3) (Offered only through Distance Education.) Special Topics examines selected topics in Educational Technology and/or meets the needs of special interest groups. Topics will vary from year to year.

▲ **432-415 MANAGING COMPUTER RESOURCES.** (3) (Prerequisite: 432-200) (Offered only through Distance Education.) This course covers topics such as determining school policy for computer use, equipment selection, classroom computer management, developing in-school workshops, network management, basic computer maintenance, resource budgeting, software copyright, and support through bulletin boards, public on-line services and publications.

▲ **432-420 MEDIA LITERACY FOR EDUCATION.** (3) (Prerequisite: 432-204) (Offered only through Distance Education.) The course explores the pedagogical use of media and multi-media in the classroom, and focuses in particular on the text, audience and production of media in a media literacy and integrated language arts program.

432-441 GRAPHICS SOFTWARE IN EDUCATION. (3) (Prerequisite: 432-200 or equivalent) (Offered only through Distance Education.) This course focuses on the creation, manipulation and presentation of graphics produced by scanned images and graphics software in the context of classroom applications, desktop publishing and video production.

432-450 DESIGNING FOR THE WEB. (3) (Prerequisite: 432-408) This course stresses the relationship between theories of learning and cognitive development, teaching strategies and the use of the Web as a tool for classroom support and extended studies. The course refers to, and offers experience with Web-based resources and includes a structure for collaborative learning through computer-mediated communication.

10.15 433 – Elementary Education Courses

● † **433-402A CURRICULUM DEVELOPMENT.** (3) (Corequisite: 435-431)

LANGUAGE ARTS – LITERATURE – READING

433-223B LANGUAGE ARTS PART I. (3) These courses will explore the current research and theory of language learning and the practices which provide meaningful language experiences in the context of the pre-school and elementary classroom.

● □ † **433-224B LANGUAGE ARTS PART II.** (3) (Prerequisite 433-223)

▲ **433-325 CHILDREN'S LITERATURE.** (3) (Offered through Continuing Education.) (Not open to students who have taken 110-240/341.) Selection and use of literature suitable for children in the elementary school.

MATHEMATICS

189-111B MATHEMATICS FOR EDUCATION STUDENTS. (3) (Open only to students in the B.Ed. program, not open to students who have successfully completed CEGEP course 201-101 or an equivalent. Not available for credit with 189-112.) Offered by the Faculty of Science. An overview of the nature of mathematics and its applications. Manipulative algebra, inequalities, linear and quadratic equations. Transformational geometry and symmetry. An intuitive discussion of area and volume. Sets and functions. A brief introduction to probability and statistics.

▲ **433-230C ELEMENTARY SCHOOL MATHEMATICS.** (3) A course specially designed for elementary school teachers to provide the

basic foundations, insight and understanding of the Quebec modern elementary mathematics programs.

433-332B TEACHING MATHEMATICS I. (3) Curriculum trends in teaching mathematics to children. Programs, methods, materials and evaluation procedures appropriate for the elementary school. Please check timetable information for labs schedule.

433-435C MATHEMATICS TOPICS. (3) (Permission of instructor.) (Offered through Continuing Education.) Seminars and workshops on specific topics in mathematics education. One to three topics will be chosen, from such areas as construction of teaching materials, evaluation, audio-visual techniques, use of calculating instruments, readiness for mathematics concepts, and curriculum development. This course will make significant use of microcomputers in mathematics education.

FIRST NATIONS AND INUIT EDUCATION

All courses, with the exception of 433-441 and 433-444, are normally given off-campus and limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

433-240 USE AND ADAPTATION OF CURRICULA. (3) Provincial or Nunavut curricula as a basis for planning, materials production and evaluation. Methods of adapting curricula to local needs and of developing local courses of study in First Nations and Inuit community schools.

433-241 TEACHING LANGUAGE ARTS. (3) (Prerequisite: Fluency in Inuktitut or another Aboriginal language.) Organization and planning of Language Arts programs in Inuktitut or another Aboriginal language. Preparation and presentation of lesson sequences. Use of various techniques to improve language skills in listening, speaking, reading and writing.

433-242 TEACHING MATHEMATICS. (3) An introduction to mathematical concepts and approaches to teaching First Nations or Inuit students at the elementary level. Emphasis on the preparation and use of materials directly related to First Nations or Inuit life.

433-243 READING METHODS IN INUKTITUT/CREE. (3) (Prerequisite: Fluency in Inuktitut/Cree syllabics.) Overview of reading theories and their application to Inuktitut/Cree; processes used by proficient readers. Methods of teaching reading.

433-245 ORIENTATION TO EDUCATION. (3) The First Nations or Inuit classroom as a unique pedagogical setting. Introduction to planning and maintaining a learning environment for First Nations or Inuit children. Study and application of differential learning styles.

▲ **433-246 CULTIVATING LANGUAGE AND THOUGHT.** (3) Study and observation of spoken language development and its maturation in First Nations or Inuit children. Application of observed data to the selection and devising of appropriate materials and methods for pre-school and elementary levels.

433-247 INDIVIDUALIZED INSTRUCTION. (6) Practicum in First Nations or Inuit schools with individual children. Planning a program which will carry over into the school year. Daily work sessions with individual child and small groups with regular evaluation of progress. Preparation of teaching materials for specific children and small groups.

433-248 READING AND WRITING INUKTITUT/CREE. (3) (Prerequisite: Fluency in Inuktitut/Cree syllabics.) Methods of teaching syllabic reading and writing. Understanding the principles of sight word reading instruction, child observation, material development and guided instruction.

▲ **433-249 INUKTITUT ORTHOGRAPHY AND GRAMMAR.** (3) (Prerequisite: Fluency in Inuktitut.) Structure and morphology of Inuktitut for teachers working in that language. Use of orthography, both qaliujaaqpait (Roman script) and qaniujaaqpait (syllabics) as established by the Inuit Cultural Association.

433-290 COOPERATIVE LEARNING. (3) Principles of cooperative learning and how they may be applied in First Nations and Inuit schools to the creation of team-building classroom activities and to the development of culturally appropriate learning materials.

433-291 CULTURAL VALUES AND SOCIALIZATION. (3) An introduction to the educational implications of cultural values and patterns

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of socialization of children. Topics will include a description of the cultural values of Aboriginal peoples, home styles of communication, learning and discipline and intercultural educational issues.

433-292 USING INSTRUCTIONAL RESOURCES. (3) Students will learn to find, assess, and use a variety of instructional resources. Specifically, they will learn how to evaluate the instructional value of software packages and other established audio-visual materials; how to make and use simple audio-visual materials; and how to find additional resource material in the library.

▲ 433-293 ALGONQUIN SECOND LANGUAGE I. (3) Students will develop a basic knowledge of the Algonquin phonological system and gain some understanding of the morphological and syntactic rules, the stress and intonation patterns which control the language, and how Algonquin culture is reflected in the language.

▲ 433-294 ALGONQUIN LANGUAGE I. (3) Students will learn the Algonquin phonological system. They will focus on animate/inanimate and inflections for agreement, aspect, tense and number. They will analyze word generation conventions and derive Algonquin labels to describe how Algonquin operates.

▲ 433-295 ALGONQUIN LANGUAGE II. (3) (Prerequisite: 433-294) Students will continue their earlier study of the language. Items dealt with will include complex tenses, complex sentence structures, e.g. conditionals, subordination, embedded structure, as well as the study of nominalizing verbs and verbalizing nouns. Importance will be placed on developing writing and reading skills.

▲ 433-296 MOHAWK SECOND LANGUAGE I. (3) Students will develop a basic knowledge of the Mohawk phonological system and have some understanding of the morphological and syntactic rules, the stress and intonation patterns which control the language, and how Mohawk culture is reflected in the language.

▲ 433-297 MOHAWK LANGUAGE I. (3) Students will learn the Mohawk phonological system (including glottal stop, length mark, up and down stress). Syntactically and morphologically, they will focus on the pronoun system (tense included). Word generation conventions will be analyzed and Mohawk labels developed to describe how the language functions.

▲ 433-298 MOHAWK LANGUAGE II. (3) (Prerequisite: 433-297) Students will complete their earlier study of the predictable items in the language, and then will focus on the non-predictable items in Mohawk: irregular verbs, reflexive and semi-reflexive verbs, purposive stem, translocative, etc. Importance will be placed on developing reading and writing skills.

▲ 433-340 SPECIAL TOPICS: CULTURAL ISSUES. (3) Seminars on Inuit culture or on selected aspects of the culture of First Nations peoples. Topics will include historical cultural contacts, native oral tradition, religious beliefs and cultural change. Preparation of a project on an aspect of First Nations or Inuit life will be required.

▲ 433-341 INUKTITUT FOR BEGINNERS. (3) An introduction to the basic structures of Inuktitut, with intensive drill and classroom practice in the use of the language.

▲ 433-342 INTER. INUKTITUT/AMERINDIAN LANGUAGE. (3) (Prerequisite(s): 433-249 or equivalent, e.g. 433-295, 433-298 or permission of Director.) A study for Inuktitut/Amerindian language speakers, of Inuktitut/Amerindian language phonology and structure, emphasizing the connection between the two, demonstrating the orderliness of many dialectic differences.

▲ 433-344 ADV. INUKTITUT/AMERINDIAN LANGUAGE. (3) (Prerequisite(s) 433-342 or permission of Director.) The final course in a set dealing with Inuktitut/Amerindian Language phonology and structure. An understanding of basic Inuktitut/Amerindian Language syntax in particular, rules governing verb and possessive endings.

▲ 433-345 LITERATURE AND CREATIVE WRITING I. (3) A study of the development of oral and written poetry and prose in the various dialects of Inuktitut or of another Aboriginal Language from pre-European contact to the present day. Emphasis on themes and structures in contemporary writings. Original production of poetry, narrative, drama and journalism in the selected language is required of each student.

▲ 433-346 LITERATURE AND CREATIVE WRITING II. (3) (Prerequisite: 433-345) A continuation of course 433-345.

433-441 FIRST NATIONS AND INUIT EDUCATION. (3) (Not for credit if 455-410 or 423-464 has been or is being taken.) (Offered through Distance Education.) Study of First Nations and Inuit schools as diverse social, cultural, linguistic, political and pedagogical settings. Considers school and community minority-majority interactions and their influence on teaching and learning in educational settings. Examines how a teacher's personal practice can be influenced by an understanding of these factors.

433-444 FIRST NATIONS AND INUIT CURRICULUM. (3) An introduction to First Nations and Inuit curriculum: how curriculum needs in Aboriginal communities are similar to and different from mainstream ones, the range of ways in which First Nations and Inuit have responded to curriculum needs based on language, culture, and community perceptions.

READING

433-261 READING CLINIC – EARLY CHILDHOOD. (3) Reading problems at a readiness and basic decoding level presented in a clinic format covering classroom diagnosis and remediation.

● **433-467 SPECIAL TOPICS IN READING.** (3)

SCIENCE

● **▲ 433-270 ELEMENTARY SCHOOL SCIENCE.** (3) (Offered through Continuing Education.) (Not open to students with CEGEP Science.)

433-372A TEACHING SCIENCE. (3) (Students must check timetable information for labs schedule.) A study of science programs and teaching strategies appropriate for providing elementary school children with an appreciation of the nature and method of science inquiry.

● **▲ 433-473 ECOLOGICAL STUDIES.** (3) (Offered through Continuing Education.)

▲ 433-474C PROBLEMS OF THE ENVIRONMENT. (3) (Offered through Continuing Education.) A modern study of environmental problems designed for elementary school teachers. The role of humanity in the web of life in relation to conservation, the population explosion, waste disposal, sewage treatment, air and water pollution, chemical and radiation pollution.

SOCIAL STUDIES

433-382B TEACHING SOCIAL STUDIES. (3) Programs, materials and strategies for social studies from Kindergarten through grade six.

10.16 434 – Physical Education Courses

Please check timetable information for Labs and Conferences schedules.

434-201B PHYSICAL ACTIVITY LEADERSHIP. (3) The methods of active lifestyle leadership from establishment of appropriate fitness objectives through the means of helping clients achieve their goals. Included are individual and group program designs and exercise precautions in various forms of exercise programs.

▲ 434-204 HEALTH EDUCATION. (3) (Open only to students in the Certificate in First Nations and Inuit Education.) A study of the teacher's role in the total school health program at both elementary and high school levels; current issues in contemporary health education.

▲ 434-205A STRUCTURAL ANATOMY. (3) Skeletal, muscular and nervous system are examined anatomically and physiologically within the realm of how they interact to generate and apply the forces which permit man's mobility.

▲ 434-206B BIOMECHANICS OF HUMAN MOVEMENT. (3) (Prerequisite: 434-205) Analysis of fundamental human movement and the kinematic concepts which underlie each: Stability, agility, walking, running, jumping, throwing, absorbing forces, striking, kicking, spinning, twisting, aquatics and work positions.

▲ 434-207A EVALUATION OF HUMAN PERFORMANCE. (3) To acquaint students with the types, selection and application of tests

For course symbol legends, see [page 208](#)

designed to measure and evaluate physical fitness, motor performance, sport skills, and related knowledge. Elementary statistics as related to their use in the physical activity situation is included.

● □ ▲ **434-224 FOUNDATIONS OF MOVEMENT EDUCATION.** (3) (Not open to P.E. Majors.)

▲ **434-241 ABORIGINAL CULTURE: PHYSICAL SKILLS.** (3) (Open only to students in the Certificate in Education for First Nations and Inuit.) This course is designed to prepare students to teach physical recreation activities of their Aboriginal culture. The course will include native games, stunts, combatives, gymnastics and dance activities belonging in the cultural context.

† **434-250D PRACTICUM I.** (3) (Corequisite: 434-201) A practical work-study experience with a focus on instruction and leadership in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

▲ **434-261A MOTOR DEVELOPMENT.** (3) Changes apparent in motor behaviour from conception to old age. Two perspectives are emphasized: 1) contemporary and historical theories of human development, 2) development of motor behaviour and influences of physical growth, sensori-perceptual development, information processing and socio-cultural factors.

434-311 ATHLETIC INJURIES. (3) (Prerequisite: 434-205) (Offered through Continuing Education.) This course is designed to educate students about the prevention, immediate care, and minor rehabilitation of athletic injuries. The course will focus on specific situations encountered in elementary, high school and fitness centers. An intensive academic program is coupled with practical lab sessions and field experience.

● ▲ **434-324 MOVEMENT EDUCATION ACTIVITIES.** (3) (Not open to P.E. Majors.)

434-330A PHYSICAL ACTIVITY AND HEALTH. (3) This course introduces students to literature on the role of physical activity and general health and well-being. Students will examine issues of exercise adherence, exercise prescription and the economic impact of physical fitness programs in the workplace.

▲ **434-331B HOMEOSTATIC PHYSIOLOGY.** (3) (Prerequisite: 434-205) Introduction to the basic principles of physiological mechanisms which maintain homeostasis of the mammalian organism during non-stress conditions: cell function, neural systems and conduction; kidney, blood, cardiovascular system; respiration and metabolism.

434-332A,B PHYSICAL EDUCATION C&I. (3) (Not open to P.E. Majors.) Principles, programs and procedures that an elementary teacher may use to promote the designing and teaching of elementary school P.E.

† **434-342B PHYSICAL EDUCATION METHODS.** (3) (This course is a prerequisite for all field experience and practice.) Designed to prepare students for a teaching/leadership role in physical education. They will examine teaching/leadership effectiveness as it relates to organization and observation techniques, planning, instruction and evaluation of physical activity.

† **434-350D PRACTICUM II.** (3) (Prerequisite: 434-250) A practical work-study experience with a focus on assessment and instructional program design in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

† **434-371D ALTERNATIVE FIELD EXPERIENCE.** (3) (Prerequisite: 435-246B) A work-study experience focusing on a specific aspect of Physical Education and carried out in a community agency selected with the approval of the Department.

▲ **434-391A ERGO-PHYSIOLOGY.** (3) (Prerequisite: 434-331) Emphasis is on human organic adaptability; acute and chronic adaptive mechanisms to exercise and other environmental stresses are analysed. A laboratory program is included to evaluate (measure and predict) adaptive capacity and assess factors affecting it.

434-392B NUTRITION AND WELLNESS. (3) This course will examine the role of carbohydrates, fats, proteins, vitamins, minerals and water in a balanced diet. Students will be introduced to the affects of nutrition on exercise, sport performance and wellness. The validity of claims concerning nutrient supplements will be studied.

● **434-442 PHYSICAL EDUCATION PEDAGOGY.** (3) (Prerequisites: 434-342, 435-246 and 435-374)

† **434-450D PRACTICUM III.** (3) (Prerequisites: 434-250 and 434-350) A work-study experience with a focus on administration and program development in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

● **434-451 PERSONAL TRAINER PRACTICUM.** (3) (Prerequisite: 434-250)

● **434-452 FITNESS APPRAISAL PRACTICUM.** (3) (Prerequisite: 434-350. Corequisite: 434-553)

▲ **434-485B EXERCISE IN CHRONIC HEALTH CONDITIONS.** (3) (Prerequisites: 434-331 and 434-391) The course briefly reviews the physiological basis of pregnancy, aging as well as selected metabolic, cardiovascular and respiratory disorders and examines the particularities of the exercise response and the effects of exercise conditioning in these populations. A special emphasis is placed on the scientific basis for exercise prescription.

▲ **434-492A PSYCHOLOGY OF MOTOR PERFORMANCE.** (3) This course is concerned with selected psychological factors in terms of their relationship to the acquisition of motor skills, that is, how they affect the skill acquisition of the individual and how the activity patterns of the individual affect the psychological factors.

434-493B ADMINISTRATION. (3) Organization and administration of physical education programs in various settings with emphasis on common problems relating to management practices of centres offering physical activity. Topics include facilities and equipment, fiscal considerations, liability and program planning.

† **434-494A,C CURRICULUM DEVELOPMENT.** (3) (Prerequisite: 435-374 or equivalent) Directed towards an understanding of the important principles which should be the foundation of a modern program in Physical Education; student's role in the development, implementation and evaluation of the Physical Education Curriculum.

▲ **434-495 SCIENTIFIC PRINCIPLES OF TRAINING.** (3) (Prerequisites: 434-331 and 434-391) Application of physiological and kinological principles in the selection and evaluation of athletic and physical fitness programs. Specific topics studied will include aerobic and anaerobic training, interval training, circuit training, weight training for muscular strength and endurance, flexibility, motor ability, obesity and energy balance.

▲ **434-496B ADAPTED PHYSICAL ACTIVITY.** (3) (Prerequisite: 434-342 or 434-201) Assessment, instruction and evaluation in physical activity for special populations. Emphasis on inclusion of people labelled intellectually disabled, learning disabled, physically awkward, autistic, visually or hearing impaired and physically disabled. Weekly lectures plus practical teaching lab.

▲ **434-498A SOCIAL PSYCHOLOGY OF SPORT.** (3) (Prerequisite: 416-300) This course is concerned with the social and psychological aspects of participation in physical activity and sport. It examines the application of sociological and psychological knowledge and methodology within sport and the findings of such sport and related physical activity research.

● **434-504 HEALTH & LIFESTYLE EDUCATION.** (3)

● **434-505A SPORT AND PHYSICAL EDUCATION IN SOCIETY.** (3)

● **434-550 ANALYZING INSTRUCTIONAL BEHAVIORS.** (3)

● **434-553 PHYSIOLOGICAL ASSESSMENT IN SPORT.** (3)

● **434-566 BIOMECHANICAL ASSESSMENT IN SPORT.** (3)

382-207 INTRODUCTORY NUTRITION. (3) A study of the nutrients essential for an adequate diet and ways of meeting these needs. An analysis of some contemporary nutrition problems. This course is suitable for students who wish a course in human nutrition in their program.

For course symbol legends, see [page 208](#)

PHYSICAL EDUCATION SKILLS AND TECHNIQUES (1 credit)

The one-credit courses are designed to introduce students to the fundamental skills of physical activity and to provide opportunities for personal practice and refinement. Related rules, strategies and etiquette are also discussed. In addition, the pedagogical concepts of the activity are described and practiced, from participation in lead up activities to preparation of lesson and unit plans.

Costume and Equipment: All students pursuing a Physical Education program are required to wear a costume appropriate to the activity as approved by the instructor. Students are also responsible for providing some items of personal sports equipment such as skis, skates, etc.

- 434-200B WEIGHT TRAINING
- 434-202B RHYTHMIC ACTIVITIES
- 434-210A EDUCATIONAL GYMNASTICS
- 434-212B FOLK DANCE
- 434-213B AQUATICS I
- 434-214A BASKETBALL I
- 434-216B GYMNASTICS I
- 434-217A TRACK AND FIELD
- 434-218B VOLLEYBALL I
- 434-220B CREATIVE DANCE
- 434-221B WRESTLING I
- 434-223A BASIC GAMES
- 434-226B BADMINTON
- 434-227A RUGBY
- 434-228A TOUCH & TACKLE FOOTBALL
- 434-229B ICE HOCKEY I
- 434-233A SOCCER
- 434-234B TEAM HANDBALL
- 434-235A TENNIS
- 434-236A SOFTBALL
- 434-238A FIELD HOCKEY I
- 434-239C RHYTHMIC GYMNASTICS
- 434-240B WINTER ACTIVITIES
- 434-243 DANCE (Prerequisite: 434-202)
- 434-248A RESISTANCE TRAINING
- 434-249B PHYSICAL ACTIVITY APPRAISAL
- 434-244B DANCE AND FITNESS
- 434-316 OLYMPIC GYMNASTICS
- 434-336 LACROSSE

10.17 435 – Student Teaching Courses

FIELD EXPERIENCES

435-200A FIRST YEAR FIELD EXPERIENCE. (2) (Corequisite: 455-201) (Open to B.Ed. Secondary and B.Ed. K/Elem. students.) Students will participate in organized visits to schools to observe a range of school settings, sizes and orientations within the contemporary education system. Students are then assigned to a school for a "participant observer" stage.

435-205A FIRST YEAR FIELD EXP. (MUSIC). (2) (Corequisite: 429-206) Students participate in organized visits to elementary schools to observe a range of school settings, sizes and orientations and may be involved in some limited music teaching in an elementary classroom.

435-206C SECOND YEAR FIELD EXP. (MUSIC). (2) (Prerequisites: 429-206 and 435-205. Corequisite: 429-207) (Open to B.Ed. in Music students.) Students are placed with cooperating teachers in a secondary school for 10 days. They observe teachers in music and in their second subject, as feasible, and may engage in some limited teaching. (Awaiting University Approval)

435-209A FIRST YEAR FIELD EXPERIENCE. (2) (Prerequisite: 431-300. Corequisite: 431-209.) This field experience involves obser-

vation in second language classrooms for the equivalent of about ten days. Observations will include the use of observation schemes designed to capture information about second language classrooms and programs.

435-210 MIDDLE SCHOOL PRACTICUM. (3) (Prerequisite: At least 24 credits in the program must have been completed.) Supervised practice to provide classroom teaching experience in the middle school context designed to prepare individuals to teach effectively at this level; seminars where participants discuss how best to respond to the social and emotional issues their students face.

435-246C FIRST YEAR FIELD EXPERIENCE (ELEM.). (3) (Prerequisite: 434-342) This is an initial three-week experience in which the student will observe and teach physical education in an elementary school setting. Those whose minor is at the elementary level will complete part of their experience in the classroom.

435-251B SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisites: 455-201 and 435-200. Corequisites: 416-250 or 431-251) (Open to B.Ed. Secondary students only.) The student teacher will be assigned to a school and will work with individuals or small groups of students under a mentor-teacher.

435-252B SECOND YEAR FIELD EXP. (K/ELEM). (2) (Prerequisites: 435-200 and 455-201. Corequisite: 416-251) (Open to B.Ed. K/Elem. students only.) Students will teach a specified number of days in an early childhood environment. This will provide students with the competence to work effectively in such settings and will complement the two later field experiences (III and IV) conducted at cycles one and two of the elementary level.

435-259B SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisite: 431-209 and 435-209. Corequisite: 431-259) During the second-year field experience, the student will assist experienced school personnel in a variety of classroom learning situations for the equivalent of about ten days.

435-302A THIRD YEAR FIELD EXPERIENCE. (7) (Prerequisites: 435-251, 416-250 or 431-251. Corequisite: 455-306) (Open to B.Ed. Secondary students only. Students must have completed, with a grade of C or higher, a minimum of 18 credits in each of their two teaching subjects.) This first field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-303B THIRD YEAR FIELD EXP. (K/ELEM). (7) (Prerequisites: 435-252, 433-223, 433-332 and 416-251. Corequisite: 455-307) (Open to B.Ed. K/Elem. students only.) This first major field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-305B THIRD YEAR FIELD EXP. (MUSIC). (7) (Prerequisites: 429-207 and 435-206. Corequisite: 429-306) Thirty-five days of teaching in an elementary school under the supervision of a music teacher and other school personnel. Students will gradually assume more responsibility for student learning, formative and summative evaluation, and will be expected to experience a full teaching load. (Awaiting University Approval)

435-309A THIRD YEAR FIELD EXPERIENCE. (7) (Prerequisites: 431-259 and 435-259. Corequisites: 431-309 and 431-447) The third-year field experience will consist of about 35-40 days of student teaching under the tutelage of experienced school personnel at the elementary level.

435-346A FIELD EXPERIENCE – ELEMENTARY SCHOOL. (9)

435-348A FIELD EXPERIENCE ELEM. SCHOOL. (6) (Prerequisite: 434-442) This major field experience consists of seven weeks of student teaching in physical education under the tutelage of elementary school personnel. Those whose minor is at the elementary school level will complete part of their student teaching in the classroom.

435-373C SECOND YEAR FIELD EXP. (SEC.). (3) (Prerequisite: 435-246) This is an initial three-week experience in a secondary school in which the student will observe and teach in a physical education setting. Those whose minor is at the secondary level will complete part of their experience in the classroom.

435-374 FIELD EXPERIENCE – SECONDARY SCHOOL. (3) (1 subject)

For course symbol legends, see [page 208](#)

435-394 FIELD EXPERIENCE – ELEMENTARY AND SECONDARY SCHOOLS. (3)

435-402B FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 435-302, 455-306. Corequisite: 455-404 or 431-400 or 431-401) (Open to B.Ed. Secondary students only.) This major field experience of about 40-45 days of student teaching will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume more responsibility for student learning, classroom management and formative and summative evaluation.

435-403A FOURTH YEAR FIELD EXP. (K/ELEM). (8) (Prerequisites: 435-303, 433-223, 433-332, 433-372, 433-382 and 455-307. Corequisite: 455-405) (Open to B.Ed. K/Elem. students only.) This second major field experience consisting of about 40-45 days of student teaching, will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume an increased responsibility for students' learning, classroom management and formative and summative evaluations.

435-405A FOURTH YEAR FIELD EXP. (MUSIC). (8) (Prerequisites: 429-306 and 435-305. Corequisite: 429-406.) Forty days of teaching in a secondary school under the supervision of experienced school personnel in music and a second subject area. Students will gradually assume more responsibility for student learning, formative and summative evaluation, and will be expected to experience a full teaching load. (Awaiting University Approval)

435-409B FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 431-309 and 435-309. Corequisites: 431-409 and 431-458) The fourth-year field experience will consist of about 40-45 days of student teaching under the tutelage of experienced school personnel at the secondary level.

435-422 ABORIGINAL EDUCATION PRACTICUM I. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-423 ABORIGINAL EDUCATION PRACTICUM II. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-444 FIELD EXPERIENCE – ELEMENTARY SCHOOL. (3)

435-478 FIELD EXPERIENCE – SECONDARY. (6) (1 subject)

● **435-479B FIELD EXPERIENCE SECONDARY.** (6) (Prerequisite: 434-442)

435-494A FIELD EXPERIENCE – SECONDARY (1 SUBJECT). (9)

435-495A FIELD EXPERIENCE – ELEMENTARY AND SECONDARY PHYSICAL EDUCATION. (9)

10.18 436 – Vocational Education Courses

VOCATIONAL EDUCATION

436-275 FIELD EXPERIENCE: OVERVIEW. (3) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. A comprehensive technical report is submitted upon completion of the work study.

436-278 FIELD EXPERIENCE: OVERVIEW. (6) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. Includes an investigation of the inter-relationship of specific parts of sub-divisions to the product produced or the service rendered.

● **436-351 TECHNOLOGY: SURVEY.** (3)

● **436-352 TECHNOLOGY: SPECIAL THEMES.** (3) (Prerequisite: 436-351)

● **436-355 PRODUCT DEVELOPMENT.** (3)

* **436-360 TEACHING BUSINESS SUBJECTS.** (3) (Offered through Continuing Education.) A course in general teaching principles which will include the teaching and learning process, lesson planning, unit planning, and techniques of instruction specific to:
a) Accounting and Business Machines b) Typewriting and Shorthand.

* **436-373 TEACHING TECHNICAL SUBJECTS.** (3) (Offered through Continuing Education.) Methods and techniques of instruction in vocational education subjects. Classroom management and administration. Lesson planning and use of instructional materials. Individual assignments, demonstrations and reports. Special problems of the teacher.

436-376 EVALUATION: VOCATIONAL EDUCATION. (3) (Offered through Continuing Education.) Emphasis on student growth and progress in public education; appraisal of specialized techniques of evaluation, teacher made tests, and data analysis as specifically related to Technical-Vocational Education.

436-378 FIELD EXPERIENCE: PROCESS. (3) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

436-379 FIELD EXPERIENCE: PROCESS. (6) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

* **436-395 PRINCIPLES AND FOUNDATIONS.** (3) (Offered through Distance Education.) A study of leaders, movements, legislation, events, and institutions that have contributed to the formation and development of vocational education. Special attention given to economic, social and philosophical factors.

436-398 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A project related to the student's teaching concentration will be investigated, developed, produced, implemented, and/or evaluated, depending on the nature of the project. Students must identify the problem or topic to be investigated and obtain approval of the instructor. Includes preparation and submission of a written report.

436-461 TEACHING ACCOUNTING. (3) (Offered through Distance Education.) (Prerequisites: 280-211 or equivalent.) Organization of knowledge and learning activities to achieve instructional objectives. Development of evaluative techniques used in determining instructional effectiveness in the field of accounting.

436-477 FIELD EXPERIENCE: METHODOLOGY. (3) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

436-478 FIELD EXPERIENCE: METHODOLOGY. (6) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

436-482A,B SELECTED STUDIES. (3) (Offered through Continuing Education.) (Prerequisite: normally taken at the U3 level.) A specially designed course related to the teaching specialities of the individual student. Involves a study of contemporary technological developments from business or industry. In addition to meeting the requirements of the training program, students must submit a comprehensive report.

BUSINESS AND INDUSTRIAL TRAINING

● **436-257 EVALUATION TECHNIQUES.** (3) (Offered through Continuing Education.)

● **436-258 TRAINING METHODOLOGIES.** (3) (Offered through Continuing Education.)

For course symbol legends, see [page 208](#)

- **436-269 INSTRUCTIONAL DESIGN.** (3) (Offered through Continuing Education.)
- **436-357 TRAINING NEEDS ANALYSIS.** (3) (Offered through Continuing Education.)
- 436-358 SPECIAL PROJECT.** (3) (Offered through Continuing Education.) A self designed project that demonstrates an integration and application of competencies acquired throughout the core courses. Project proposal prepared in consultation with a faculty advisor.

10.19 448 – Core Courses

- * **448-301A,D ORIENTATION TO SECONDARY SCHOOL TEACHING.** (0)
- 448-497 INDIVIDUAL RESEARCH PROJECT.** (3)
- 448-498 INDIVIDUAL RESEARCH PROJECT.** (6) (Prerequisites: open only to U3 level students and students who have completed most of the requirements of a certificate or diploma program, and with permission of the program advisor or director.) An independent research project dealing with a defined theoretical, experimental, or applied topic in the study of education, carried out under the supervision of a faculty member, and leading to a formal report. The report would normally be evaluated by an appropriate committee of faculty members appointed by the faculty supervisor.

10.20 449 – College Teaching

Courses listed under codes 412-, 414-, 416-, 449- and 450- are offered by the Department of Educational and Counselling Psychology.

- **449-582 HIGHER EDUCATION THEORY/POLICY.** (3)
- **449-588 HIGHER EDUCATION ENVIRONMENT.** (3)

10.21 455 – Curriculum and Instruction Courses

FIRST NATIONS AND INUIT EDUCATION

All courses are normally given off-campus and are normally limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

- ▲ **455-200 INTRODUCTION TO INUIT STUDIES.** (3) An introductory survey of Inuit history, language and culture, and of the social and political issues affecting contemporary Inuit life.
- 455-220 CURRICULUM DEVELOPMENT.** (3) This course, introducing Aboriginal educators to the principles and processes of curriculum development, emphasizes the impact of language and culture on the development of materials. Features of the process of curriculum and materials design, which are strategically important in meeting the needs of Aboriginal students, are highlighted.
- ▲ **455-234 ALGONQUIN SECOND LANGUAGE II.** (3) (Prerequisite: 433-293) Students will continue their study of Algonquin syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. They will become aware of the difficulties encountered by students in learning a second language and consider implications for their students' language learning.
- ▲ **455-236 MOHAWK SECOND LANGUAGE II.** (3) (Prerequisite: 433-296) Students will continue their study of Mohawk syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students' language learning.
- ▲ **455-237 MI'KMAQ SECOND LANGUAGE I.** (3) Students will gain a basic understanding of Mi'kmaq syntax and morphology, and stress and intonation patterns of the language. Students will develop literacy and learn what makes Mi'kmaq distinctive as well as how the culture is reflected in the language.
- ▲ **455-238 MI'KMAQ SECOND LANGUAGE II.** (3) (Prerequisite: 455-237) Students will continue their study of Mi'kmaq syntax and mor-

phology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students' language learning.

- ▲ **455-239 MI'KMAQ LANGUAGE I.** (3) Students will learn the phonological system and develop their literacy skills. They will also begin to explore Mi'kmaq syntax and morphology. Word generation conventions will be introduced and Mi'kmaq labels developed to describe how the language functions.
- ▲ **455-240 MI'KMAQ LANGUAGE II.** (3) (Prerequisite: 455-239) Students will continue their syntactical and morphological analysis of Mi'kmaq and further develop their reading and writing skills. Features of Mi'kmaq that are difficult for second language learners will be highlighted and implications for classroom practice discussed.
- ▲ **455-241 CREE LANGUAGE I.** (3) Students will learn their own phonology and see how the phonological system is reflected in dialects. They will learn the spelling rules and develop their literacy skills in syllabics. Finally, they will derive Cree grammatical terms and begin to study Cree morphology and syntax.
- ▲ **455-242 CREE LANGUAGE II.** (3) (Prerequisite: 455-241) Students will study the morphology and syntax analysis of Cree at a more advanced level and begin the study of word generation conventions. In addition, features of Cree that are difficult in first language acquisition will be highlighted and implications for classroom practice discussed.

455-243 TEACHING IN MULTIGRADE CLASSROOMS. (3) This course introduces students to concepts and strategies for organizing, teaching, and evaluating learning in classes in which there are students from 2, 3 or 4 grade levels.

▲ **455-244 ISSUES IN ABORIGINAL EDUCATION.** (3) The content of this course changes depending on the needs and interests of the students and the educational communities participating in programs administered by the Office of First Nations and Inuit Education. It always addresses issues related to Aboriginal education, e.g., local control, development of linguistic and cultural policies.

455-245 MIDDLE SCHOOL TEACHING. (3) Explores the philosophy of middle school teaching and how this impacts on the institutional, curricula and instructional decisions made in meeting the specialized needs of Aboriginal adolescents. Particular attention will be paid to how middle school philosophy can be integrated with Aboriginal values.

455-246 MIDDLE SCHOOL CURRICULUM. (3) (Prerequisite: 455-245.) Curriculum principles underlying an integrated approach to learning in the middle school level; surveys various curricula looking at program structures; explores teaching and learning methodologies appropriate for this age level when implementing an integrated curriculum, with particular attention to integrating indigenous language and culture.

▲ **455-403 THE DIALECTS OF INUKTITUT.** (3) (Prerequisite: 433-344) Study of the main Eskimo-Aleut dialects from Siberia to Greenland, looking at the effect of Inuit migrations across the Arctic on the development of dialectical differences. The main phonological, grammatical and lexical differences between the dialects and the patterns underlying these differences will be examined.

ENGLISH/COMMUNICATION

▲ **455-202 EFFECTIVE COMMUNICATION.** (3) (Not open to students who have taken 425-201, 455-203, 455-204, 455-205 or 455-206.) (Offered through Continuing Education.) A course designed to help students develop the quality and effectiveness of their writing and speaking (in English) in a variety of academic disciplines and professional situations. Emphasis is on identifying, analyzing, and solving writing and speaking problems. Attendance at first class is imperative.

This course has limited enrolment and program restrictions on MARS. Students who cannot register via MARS prior to the first class are encouraged to attend the first classes of a section that fits their schedules. After approximately three classes, if a sufficient number of registered students do not attend, the instructor may sign a MARS worksheet giving the unregistered students per-

For course symbol legends, see page 208

mission to register. (Please note that this procedure does not guarantee registration.)

▲ 455-203A COMMUNICATION IN EDUCATION. (3) (Restricted to Education students who have not taken 425-201 or 455-202.) Written and oral communication in Education (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in education, with a particular focus on classroom communication. Attendance at first class is imperative.

455-204A COMMUNICATION IN SOCIAL WORK. (3) (Restricted to Social Work students who have not taken 425-201 or 455-202.) Written and oral communication in Social Work (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in social work. Attendance at first class is imperative.

455-205A,B COMMUNICATION IN MANAGEMENT I. (3) (Placement test required.) (Restricted to B. Com. students who have not taken 425-201 or 455-202.) Written and oral communication in Management (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in management. Attendance at first class is imperative.

455-206A,B COMMUNICATION IN ENGINEERING. (3) (Restricted to B. Eng. students who have not taken 425-201 or 455-202.) Written and oral communication in Engineering (in English): emphasis on strategies for generating, developing, organizing, and presenting ideas in a technical setting; problem solving; communicating to different audiences; editing and revising; public speaking. Course work based on academic, technical and professional writing in Engineering. Attendance at first class is imperative.

455-305 COMMUNICATION IN MANAGEMENT II. (3) (3) (Offered through Continuing Education.) (Restricted to B.Com. students. Prerequisite: 455-205 or based on the results of Placement Test. Students must not have taken 425-201 or 455-202) Advanced course (in English) in professional written and oral communication in Management. Assignments include résumés, business proposals, public relations documents and oral presentations. Students use a wide variety of communication technologies such as presentation software, video equipment, e-mail and the Internet. Attendance at first class is imperative.

455-500A,B TUTORING WRITING. (3) Theory and practice of teaching writing through one-on-one conferencing. Focus on composition theory and research, rules of English usage, and tutorial teaching strategies. Practical experience offered through work in Writing Tutorial Service. Relevant for anyone who teaches or will teach in English at any level in any subject.

GENERAL

455-201A FIRST YEAR PROFESSIONAL SEMINAR. (1) (Corequisite: 435-200) (Open to B.Ed. Secondary and B.Ed. K/Elem. students only.) This seminar in conjunction with the field experience serves as an orientation to the culture of the school and to teaching as a profession. The focus of the seminar is on the general functioning of schools.

455-300 SPECIAL TOPICS I. (3) (Offered through Continuing Education.) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration.

455-301A,B SPECIAL TOPICS II. (3) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration. Examples of the topics to be covered are Cooperative Learning and Multicultural Education.

455-302B LANGUAGE & LEARNING – CURRICULUM. (3) (Not for credit if 431-301 or 431-311 has been or is being taken.) This course on language and learning across the curriculum will explore the central role of pupils' language, both oral and written, in their learning and the implications for using this learning tool in

teaching. It will also consider "languages" (e.g. computers, media, etc.) in teaching and learning.

455-306A THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 416-250 or 431-251 and 435-251. Corequisite: 435-302) (Open to B.Ed. Secondary students only.) The primary focus of this seminar is on classroom management. Other topics will include cooperative and collaborative learning and the use of computers, video and visual aids in the classroom.

455-307B THIRD YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-252 and 416-251. Corequisite: 435-303) (Open to B.Ed. K/Elem. students only.) The seminar focuses on planning classroom teaching and puts into practice the students' knowledge of subject methodologies. Specific topics will include: the use of visual aids, music and video; the use of computers; classroom management; commonalities among subjects/grade levels; cooperative and collaborative learning strategies.

455-310B KINDERGARTEN/ELEMENTARY CURR. (3) This course provides a general orientation to pedagogy and the preschool/elementary school program. The main ideas in the elementary school subject areas (language arts, second language, mathematics, social studies, science, expressive arts, moral and religious education, and physical education) are explored individually and as an integrated whole.

□ **455-402B MEDIA, TECHNOLOGY AND EDUCATION.** (3) Orientation to the equipment and systems of educational technology. Examination of theories of educational technology, media education and technology education and the exploration and development of possible applications in school settings.

455-404B FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 455-306, 435-302. Corequisite: 435-402) (Open to B.Ed. Secondary students only.) This seminar will focus on: a) the relationships beyond the classroom, particularly at home, community and professional organizations; b) advanced methodology in the two teaching subjects.

455-405A FOURTH YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-303 and 455-307. Corequisite: 435-403) (Open to B.Ed. K/Elem. students only.) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to the concerns and issues addressed in this seminar, as well as mainstreaming, special needs students, and responsibility for the learning of all students.

□ **455-410A MULTI-CULTURED/MULTI-RACIAL CLASS.** (3) (Not for credit if 423-464 or 433-441 has been or is being taken.) This course addresses cultural diversity in Canadian classrooms. Students will consider the social, personal, pedagogical and political dimensions of classroom practice in a multi-lingual, multi-cultural, multi-racial society. It will be specifically related to the cultural diversity in schools in the Montreal area, as well as schools in Aboriginal communities.

SOCIAL STUDIES

* **455-334A TEACHING SECONDARY SOCIAL STUDIES.** (3) An examination of Quebec and other secondary school social studies curricula: Objectives; theoretical orientation; course structures; curriculum resources. Teaching and learning methodologies both common to the social studies and specific to the disciplines of history, geography, and economics.

SCIENCE

* **455-335A TEACHING SECONDARY SCIENCE.** (3) A survey of the philosophy and curriculum principles behind modern high school courses in the physical and life sciences, especially related to the Quebec context. An examination of teaching methods for junior and senior high school science.