

# EDUCATION (EDUC)

## EDUC 1000 Introduction to University Education

3 credit hours

**Prerequisite:** This course is open to students who are in their first year of university study and have completed no more than 15 (fifteen) credit hours.

The main objective of this course is to provide students with an academic roadmap for university. Through self-evaluation, discussions, field experiences, and traditional classroom exercises, students will develop an understanding of the culture of the university, so that they will be in a position to participate productively and effectively in their chosen field of study.

**Note:** Permission to register or remain in the course may be granted by the instructor in the case of international and/or transfer students based on an assessment of prior academic experience.

## EDUC 1101 Learning English as an International Language I

3 credit hours

**Prerequisite:** Permission of the instructor

The course is an introduction to the historical, social and cultural contexts leading to the emergence of International (or Global) English, including a study of the effects it has had on global, national and regional identities and cultures, and the learning of English. The academic study of International English is integrated with development of English language proficiency for non-native speakers. The course is intended for speakers of English as a second or foreign language.

## EDUC 1102 Learning English as an International Language II

3 credit hours

**Prerequisite:** EDUC 1101, or permission of the instructor

The course is a continuation of EDUC 1101. The academic study of International English is integrated with development of English language proficiency for non-native speakers. It is not offered to students with advanced levels of competency in English.

## EDUC 1360 Autonomy and Education

3 credit hours

Students will examine autonomy as a concept, and evaluate its appropriateness as an educational goal. Students will be challenged to consider the role of education in their personal growth and development, as well as possibilities for their own agency in this development.

## EDUC 2201 Second Language Learning and Acquisition

3 credit hours

**Prerequisite:** EDUC 1102, or permission of instructor

Students examine educational, social and cognitive dimensions of second language learning and acquisition or multilingualism, with a particular emphasis on adult learners. Foundational principles as they apply to international student experience are included. The study of language learning processes is integrated with development of English language proficiency for non-native speakers, and is intended for those learning the English as an additional language.

## EDUC 2365 Philosophy of Education: Classic Texts

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

A critical examination of influential works in the history of educational thought.

## EDUC 3301 Critical Perspectives on Standard English

3 credit hours

**Prerequisite:** EDUC 2201, or permission of instructor

This course is an introduction to issues arising from the educational practice of assessing non-native speakers' communication in English against norms of Standard English. The focus is a critical examination of the global trend in language education toward English as a lingua franca (ELF). The study of language learning processes is integrated with the development of English language proficiency for non-native speakers, and is intended for those learning English as an additional language.

## EDUC 3308 Origins of Modern Schooling

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

The course is an introduction to changing perspectives on the nature and purposes of schooling from Plato's Academy to the 21st century world. Students engage in considering and discussing important contemporary questions, policies, and practices in education.

## EDUC 3365 Philosophical Foundations of Education

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

This course is an enquiry into the nature and aims of education. Topics considered will include analyses of the concept of education, evaluation of contrasting views about what constitutes an ideal education, and implications of various theories of knowledge for methods of teaching and learning. Selections from historical and contemporary thinkers will be studied.

## EDUC 3826 – 3849 Special Topics in Education

3 credit hours

**Prerequisite:** permission of instructor

## EDUC 3876 – 3899 Directed Study in Education

3 credit hours

**Prerequisite:** permission of instructor

## EDUC 4309 Innovations in North American Education (formerly EDUC 3309)

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

Students are introduced to trends and issues in modern North American public schooling. They examine the rise of public schooling in Western societies, and the advent of the education state. Topics may include approaches to designing teaching and learning processes, the socialization of children, the impact of globalization and technology, and schooling of the future.

## EDUC 4456 Curriculum and Instruction in Teaching English as a Second or Foreign Language I

6 credit hours

**Prerequisite:** at least thirty (30) credit hours

Intended for teachers of English as a second or foreign language (ESL/EFL), this course focuses on the curriculum and methods used in teaching English to non-native speakers both in Canada and abroad. Focus is on analysis and evaluation of selected curricular approaches and pedagogical methods in foreign language teaching.

**EDUC 4457 Curriculum and Instruction in Teaching English as a Second or Foreign Language II**

6 credit hours

**Prerequisite:** EDUC 4456

A continuation of EDUC 4456. Topics may include trends and issues in foreign language education, and critical examination of selected approaches, e.g. teaching for communication, content-based ESL/EFL.

**EDUC 4458 Pedagogical Grammar for ESL Teachers: Theory and Practice**

3 credit hours

**Prerequisite:** LING 1200 or enrolment in graduate program.

This course, intended for teachers of English as a Second or Foreign Language, is designed to provide a review of the syntactic structure of English, as well as ideas for how grammar can be integrated into the communicative language classroom. Topics covered in the course include contrasting types of grammatical analysis; awareness of grammar functions; different approaches to the teaching of grammar; identification, analysis, and remediation of student errors; grammatical difficulties for ESL/EFL learners; selection and evaluation of commercial texts; and preparation of pedagogical materials for students in a variety of contexts and instructional settings.

**EDUC 4459 Seminar and Practicum in Teaching English as a Second/ Foreign Language**

3 credit hours

**Prerequisite:** EDUC 4456

This course consists of a series of professional seminars designed to examine issues related to contemporary English as a Second/Foreign Language pedagogy. Topics include, but are not restricted to, needs analysis, lesson planning, classroom management, and classroom interaction. Students will use a variety of methods, techniques, and strategies to promote second language acquisition, while, at the same time, encouraging reflective practice. This course includes a twenty-five hour supervised practicum during the semester.

**EDUC 4461 Language, Culture & Education**

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

A critical aspect of language is its inextricable link with the social and cultural contexts from which it has developed and in which it is used. This course focuses on explorations into the meaning of culture in relation to language, and the concept of intercultural communicative competence as a goal in language teaching. It includes analysis of how culture can be integrated into designing curriculum for intercultural language and curriculum design for developing intercultural/transcultural competence and understanding. Special emphasis is placed on the educational integration of culture and language in institutional settings such as high schools and universities.

**EDUC 4473 Comparative Perspectives on Innovations in Education – Reforms**

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

This course will assess, compare and contrast variations and reforms to mainstream educational systems, and will emphasize the conditions out of which such reforms are initiated. Special emphasis will be given to contrasting public systems of education with privatization initiatives, together with public/private partnerships and changes that affect access to education, gender and education, and so on. This course will draw on the considerable body of literature and concrete case studies throughout the world; however, considerable emphasis will be given to examples and case studies from the regions or sub-regions of Asia, Africa, Latin America and the Middle East/North Africa.

**EDUC 4474 Comparative Perspectives on Innovations in Education – Alternatives**

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

This course will seek to understand the material and social conditions, practical initiatives, rationale and outcomes of radical alternatives to mainstream education and mainstream educational reforms. Above and beyond in-depth discussions of perspectives on informal and non-formal educational systems, the works of Illich, Freire, and other educational radicals will be discussed, as will the concepts of intercultural bilingual education, social capital education, and other alternative conceptions of education. The course will provide a forum for the discussion and deeper understanding of the relation between the larger social, political and economic structure and the educational goals and objectives of radical education alternatives. Considerable emphasis will be given to examples and case studies from the regions or sub-regions of Asia, Africa, Latin America and the Middle East/North Africa.

**EDUC 4476 Education and Development I: Perspectives**

3 credit hours

Introduction to concepts and analysis underlying a comparative understanding of selected educational systems around the world. The course will emphasize comparisons between mainstream educational understandings in the developed world, the agenda of international education organizations, international educational funders, and the implementation of educational systems, both public and private. Specific reference will be made to access to education, curriculum and culture, gender and education, and similar issues with an emphasis on examples from the so-called developing world in Asia, Africa, Latin America and the Middle East/North Africa.

**EDUC 4477 Education and Development II: Policies and Practices**

3 credit hours

A continuation of EDUC 4476. Examination and comparison of educational policies in selected countries or regions of the world with a view to assessing educational outcomes, education processes and the relation between education, the public sector, the private sector and international organizations, and the effect of such policies worldwide. Emphasis is on Asia, Africa, Latin America and the Middle East/North Africa.

**EDUC 4518 Introduction to International Comparative Education:****Perspectives**

3 credit hours

**Prerequisite:** at least thirty (30) credit hours

Introduction to concepts and analysis underlying a comparative understanding of selected educational systems around the world. The course will emphasize comparisons between mainstream educational understandings in the developed world, the agenda of international education organizations, international educational funders, and the implementation of educational systems, both public and private. Specific reference will be made to access to education, curriculum and culture, gender and education and similar issues with an emphasis on examples from the so-called developing world in Asia, Africa, Latin America and the Middle East/North Africa.

**EDUC 4528 Introduction to International Comparative Education:****Policies**

3 credit hours

**Prerequisite:** at least thirty (30) credit hours of University courses and EDUC 4518 or permission of Instructor

This course is a continuation of EDUC 4518. Examination and comparison of educational policies in selected countries or regions of the world with a view to assessing educational outcomes, educational processes and the relation between education, the public sector, the private sector and international organizations, and the effect these policies have had, or are having worldwide, with emphasis on the regions or sub-regions of Asia, Africa, Latin America and the Middle East/North Africa.

**EDUC 4826 – 4849 Special Topics in Education**

3 credit hours

**Prerequisite:** permission of instructor**EDUC 4876 – 4899 Directed Study in Education**

3 credit hours

**Prerequisite:** at least thirty (30) credit hours of University courses.

An independent study organized by a faculty member in consultation with a student. It enables a student to pursue independent research in a specific theme in education. Papers and/or examinations will be required.