

SIMON FRASER UNIVERSITY

Faculty of Education

**EDUCATION 385-4
SPECIAL TOPICS: WHOLE LANGUAGE**

Summer Intersession, 1989
(May 8 – June 16)
Wednesday/Friday
1:00 – 4:50 p.m.
Location: MPX 7610

Instructor: Pat Holborn
Telephone: 291-4770 (office)
931-7282 (home)

*Whole language in its essence goes beyond the simple delineation of a series of teaching strategies to describe a shift in the way in which teachers think about and practise their art."
(Sharon Rich)*

PREREQUISITE: Educ. 401/402 or equivalent.

PURPOSES

The purposes of this course are to help beginning and experienced teachers a) understand the theoretical foundations on which whole language instruction is based, and b) develop practical strategies for a whole language instruction approach throughout the classroom curriculum.

GOALS

Students in this course will:

1. understand the theoretical and research foundations of the whole language approach;
2. become familiar with a variety of instructional strategies for implementing a whole language approach;
3. become familiar with strategies for assessing children's language and evaluating individual progress in a whole language program;
4. clarify personal beliefs about the teacher's role in a whole language program;
5. be able to articulate a rationale for using a whole language approach in their own classrooms, supported with examples from current educational literature and classroom practices.

CONTENT OVERVIEW

- Week 1: Introduction to Whole Language
- Week 2: Developing Meaning through Oral Language
- Week 3: Developing Meaning through Reading
- Week 4: Developing Meaning through Writing
- Week 5: Designing an Integrated Whole Language Program
- Week 6: Evaluation in Whole Language

FORMAT

The course addresses both theories of whole language development and instruction and the more practical, day-to-day aspects of teaching using a whole language approach. Therefore classes will include a variety of learning opportunities such as lectures, class discussions, small-group tasks, experiential learning activities and student presentations.

During the course students will be asked to participate in activities which model whole language teaching strategies. Participants are encouraged to study these experiences from the viewpoint of learners as well as teachers.

READINGS

Required:

Atwell, N. *In the Middle: Writing, Reading, and Learning with Adolescents* Heinemann.
ISBN 0-86709-163-0.

Routman, R. *Transitions: From Literature to Literacy*. Heinemann. ISBN 0-435-08467-4.

Recommended:

Booth, D., Swartz, L., & Zola. *Choosing Children's Books*. Pembroke.
ISBN 0-921217-12-9.

McCormick-Calkins, L. *The Art of Teaching Writing*. Heinemann.
ISBN 435-08246-9.

Trelease, J. *The Read-Aloud Handbook*. Penguin, ISBN 014-046-727-0.

Waterland, L. (1985). *Read With Me: An Apprenticeship Approach to Reading*. Thimble Press.
ISBN 0-903355-17-5.

Throughout the course the instructor will suggest additional articles and books for enrichment reading pertinent to topics discussed in class.

COURSE REQUIREMENTS

Attendance and participation in all aspects of the course
Completion of assigned professional readings
Completion of oral and/or written assignments
Completion of final self-evaluation summary

GRADING CRITERIA

- A Represents superior (A-) to exceptional (A+) performance which goes beyond the specified requirements of the assignment(s).
- B Represents good (B-) to very good (B+) performance which meets all the specified requirements of the assignment(s).
- C Represents acceptable (C-) to satisfactory (C+) performance.
- D Represents clear deviation from acceptable standards, including: Major factual inaccuracies, major gaps in the knowledge base, ambiguous, unclear or inaccurate presentation, poor organization leading to lack of coherence, and major errors in style.
- E Represents serious deviation from acceptable standards, including all the deficiencies of a D plus a major misunderstanding of the focus of the assignment.
- F Represents a lack of content in major areas of the assignment.