

ELEMENTARY LANGUAGE ARTS

Intersession and Summer Session, 1977

EDUC. 472-04
BLOCK V
Monday & Wednesday
4.30-8.30 p.m.

Prof. Meguido Zola
and
Faculty Associate
Team

This course is offered to students and practicing teachers who wish to explore that language communication-based approach to learning called the Language Arts.

The course is designed to introduce you to planning for learning, creating learning environments, and developing strategies, techniques, and materials in the Language Arts in the elementary school.

The course will comprise a broad range of experiences organized in such a way as to maximize individualization of learning.

1st Movement: (4.30 p.m. - 5.45 p.m.) This part of each session will provide you with experiences in communication through the use of some of the many forms of self-expression which encourage children to pursue language learnings leading to and reinforcing listening, speaking, reading and writing:

Music, Song, and Movement
Creative Dance
Developmental Drama
Communication Media

Each of these expressive media will be explored for a period of five consecutive sessions, so that you will be able to participate in two of the four media. You will supplement this work by completion of selected readings and by completion of an assignment in curriculum design relating to at least one of the media.

This part of each session will conclude with a brief interval during which you will participate in a variety of experiences built around the reading of selected children's literature. You will supplement this work by completion of

a number of readings of your own choice in the field of children's literature as it relates to your individual teaching level and/or interests.

2nd Movement: (5.45 p.m. - 7.45 p.m.) Through open-access learning centres, workshop presentations, and field experiences, this part of each session will provide you with experiences in learning about the teaching of Language Arts with a specific focus on:

- * language growth & development in children;
- * the Language Arts defined & some overviews of Language Arts programs examined;
- * curriculum development with specific reference to the Language Arts -- diagnosis of needs, setting of objectives, planning & sequence, implementation, evaluation, integration of the Language Arts program;
- * aural-oral aspects of the Language Arts -- some dimensions of interaction; fostering & developing listening and speaking;
- * reading -- the reading act; instructional approaches, materials, and programs; children's literature;
- * writing -- fostering & developing written expression; tools & techniques; convention in writing (including spelling, punctuation, etc.);
- * thinking: the fifth Language Art;
- * grammar & usage;

You will supplement this work by completion of directed readings prior to and following upon each session, and by completion of a number of assignments designed to demonstrate achievement of certain selected competencies.

Recommended readings of a general kind include:

- Moffett, James. A Student-Centered Language Arts Curriculum Grades K-13 or Grades K-6 Edition. Houghton Mifflin Company, Boston, 1973.
- Van Allen, Roach. Language Experiences in Communication, Houghton Mifflin Company, Boston, 1976.
- Veatch, Jeannette. Reading in the Elementary School, Ronald Press, N.Y., 1966.

3rd Movement (7.45 p.m. - 8.15 p.m.) Through small group discussion this part of each session will enable you to reflect upon your learnings and to clarify your beliefs and ideas about the field.

Requirements:

Attendance and participation in all parts of the course;
Completion of readings; of a journal-cum-resource-book; of assignments; Demonstration of achievement of certain selected competencies.