

EDUC. 472:
DESIGNS FOR LEARNING - LANGUAGE ARTS/WHOLE LANGUAGE
FORT NELSON, SPRING 1991.

"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, 1985, p. 717.

Instructor: Pat Holborn, MPX 8641, tel. 291-3395 or 931-7282
MTS "Patricia Holborn"

Course Dates and Times: Wednesdays, 8:30 - 3:00
January 9, 23; February 6, 20; March 6, 20; April 10.

Purposes

The purposes of this course are to help beginning teachers a) understand theoretical and research foundations on which language and literacy instruction are based, and b) become familiar with practical strategies for developing literacy throughout the school curriculum.

Objectives

Students in this course will:

1. understand current issues with regard to literacy development and language arts instruction;
2. become familiar with the goals of the language arts curriculum and their relationship to the overall goals of education in British Columbia;
2. become familiar with a variety of instructional strategies for facilitating students' language and literacy development;
3. become familiar with strategies for assessing children's language development and evaluating individual progress;
4. be able to develop a focus unit which integrates several strategies for language arts instruction.

Outline of topics

The following topics will be dealt with in this course:

Current issues in language arts instruction and literacy development
Theoretical and research foundations of the whole language movement
The role of oral language in literacy development
The reading/writing relationship
Literature-based instruction in reading
The writing process
Facilitating skill development in reading and writing
Evaluation of language and literacy development

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.

Recommended Readings

In addition to the course texts the instructor will provide an extensive bibliography. Students are encouraged to select and read a variety of books from this reading list during their teacher education program. A selection of articles will also be provided by the instructor for background reading.

Assignments

Two written assignments and two brief in-class presentations will be expected. A detailed overview will be provided for each assignment.

- a. Professional readings assignment
- b. Book talk or strategy demonstration
- c. Focus unit
- d. Writing portfolio

Evaluation

Evaluation will be based on the following criteria:

- a. Attendance at and participation in all course activities;
- b. Performance on assignments in relation to stated criteria;
- c. Completion of a written self-evaluation at the end of the course.

There will be no examination.

EDUC. 472:
DESIGNS FOR LEARNING - LANGUAGE ARTS/WHOLE LANGUAGE
DAWSON CREEK, SPRING 1991.

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Sharon Rich, 1985, p. 717.

Instructor: Pat Holborn, MPX 8641, tel. 291-3395 or 931-7282
MTS "Patricia Holborn"

Course Dates and Times: Thursdays, 8:30 - 3:00
January 10, 24; February 7, 21; March 7, 21; April 11.

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