

**SIMON FRASER UNIVERSITY**

**EDUCATION 472-4  
DESIGNS FOR LEARNING: LANGUAGE ARTS (K-12)  
(D2.00)**

Regular Summer Semester, 1992  
(May 4 – July 31)  
Tuesdays, 1:00 – 4:50 p.m.  
Location: MPX 8620

Instructor: Mary Kooy, Ph.D.  
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538-9114 (home)

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**PREREQUISITE:** EDUC 401/402

**COURSE DESCRIPTION**

Education 472 will provide opportunities for teachers to examine the theoretical foundations and the practices arising out of current research and theory of language learning.

Language activity as both a means of communicating and making meaning provides the focus for this course. Although language learning is a complex process, children come to school language-smart. As Halliday (1982) says, children know what language is because they know what language does. Consequently, informed language instruction "enables children to use their language resources and build on them" (Jaggar, 1985, p. 3).

Albeit language works integratively, we will initially explore the elements individually, always recognizing the inherent dangers in such an enterprise. The processes of writing and reading constitutes the bulk of the course. Languageing to make meaning will inform the questions: How do children make meaning in writing? reading? listening? speaking? What does the current research in language acquisition imply for teaching practices?

This course will consist of various activities: lectures; workshops and demonstrations; seminars; individual writing tasks; collaborative learning groups. The class structure will reflect the repertoire of strategies applicable to actual classroom experiences.

**OUTLINE OF THE TOPICS**

- Literacy: language growth and development
- Learning to Write/Writing to Learn
- The Process of Writing (from Prewriting to Publishing)
- Conventions: usage, spelling, grammar
- Learning to Read/Reading to Learn
- The Role of Literature in the Curriculum
- Basal Readers
- Writing/Reading Connections
- Evaluation
- Designing 'Whole Language' Curriculum

## **COURSE REQUIREMENTS**

- Attendance and participation in all aspects of the course
- Completion of assigned professional readings
- Weekly Double-Entry Journals in response to readings
- Response Log: Young Adult Novel
- Additional Written/Oral Presentation

## **REQUIRED TEXTS**

1. Student-Centered Language Arts (K-12) 4th Ed. James Moffett, Betty Wagner. Heinemann, Boynton/Cook, ISBN: 0-86709-292-0.
2. [Grades K-5 Teachers] Living Between the Lines Lucy M. Calkins. Irwin: Toronto, 1991 ISBN: 0-7725-1816-5.
3. [Grades 6-12 Teachers] Coming to Know: Writing to Learn in the Intermediate Grades Nancie Atwell, Ed. Irwin: Toronto, 1990 ISBN: 0-7725-1775-4.
4. [Grades K-7 Teachers] Other Worlds: The Endless Possibilities of Literature Trevor Cairney, Heinemann, 1991 ISBN: 0-435-08531-X.
5. [Grades 8-12 Teachers] Transactions with Literature: A Fifty Year Perspective Farrell, E., Squire, J. Editors. Urbana, Ill.: NCTE, 1990. ISBN:

## **SUGGESTED READINGS**

1. Language and Thinking in Schools: A Whole Language Curriculum Goodman K.; Smith, E.; Meredith, R.; Goodman, Y. New York: Richard C. Owen Publ., 1987 ISBN: 0-913461-81-4.
2. When Students Have Time to Talk: Creating Contexts for Learning Language Dudley-maing, Curt; Searle, Dennis. Heinemann, 1991 ISBN: 0-435-08588-3 [Elementary Teachers]
3. Perspectives on Talk and Learning Hynds, Susan; Rubins, Donald, Editors [Secondary Teachers]