

**EDUC 472 - 4 Designs for Learning: Language Arts
(Secondary)**

Tuesdays and Thursdays 8:30 - 12:20

Section: D2.00

Instructor: M. Josiah

Office: 8637mpc

Work: 291-3395

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PREREQUISITE

Educ 401/402

COURSE DESCRIPTION

This course explores the theoretical foundations and practices that contribute to a definition of the teaching of English Language Arts at the secondary level. The course will emphasize integration of the strands (reading, writing, speaking, listening, viewing and representing) through the development of units of instruction.

The reading of literature and the practice of writing will be major components of the course because of the belief that teachers of English language arts should be experienced and knowledgeable readers and writers.

OBJECTIVES

Students will be expected to attend rigorously to principles of learning, especially as those principles apply to the diversity of learners in the secondary school. At the same time, you will be invited to reflect upon your own learning, partly in consideration of pedagogical implications.

REQUIREMENTS

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| 1. Response to Reading: | 25% |
| 2. Unit Plans: | 25% |
| 3. Writer's Portfolio: | 15% |
| 4. Repertoire of Applied Strategies..... | 25% |
| 5. Group Presentations/Participation | 10% |

REQUIRED READINGS

- * Tchudi, S. & Mitchell, D. Explorations in the Teaching of English. New York, NY: Harper Collins, 1989.
- * Behm, R. & Twichell, C. (Ed.) The Practice of Poetry: Writing Exercises from Poets Who Teach. New York, NY: Harper Collins, 1992.
- * Province of B.C. Integrated Resource Package: English Language Arts 8 to 10. Victoria, B.C.: Ministry of Education.
- * Roy, K. (Ed.) HBJ Shakespeare Series. Romeo & Juliet. Don Mill, ON: Harcourt Brace Javonovich, 1987.
- * Stevens, J. & Smith, R. (Eds.) Canadian Stories of Action and Adventure. Scarborough, ON: Gage Education Publishing Co. ISBN 7715-1664-9.
- * Halvorson, M. Cowboys Don't Cry. Mississauga, ON: School Book Fairs Ltd. ISBN 0-440-91303-9.
- * Lowry, L. The Giver. Toronto, ON: Bantam Books. ISBN 0-440-21907-8.
- * Paulsen. Dancing Care. Penguin Publishers. ISBN 0-140322418.
- * Craven, M. I Heard the Owl Call My Name. Calgary, AB: United Library Services. ISBN 0-440-34369-0.

EDUCATION 472-4 DESIGNS FOR LEARNING: LANGUAGE ARTS

Educ 472—Designs for Learning: Language Arts is an instructional course organized for self-study. It is written for teachers and teachers in training, librarians, youth workers, parents and, indeed, anyone interested in learning something about that broad field of language, literacy and learning and its pedagogical application.

GOALS OF THE COURSE:

Speaking, listening, reading and writing—the essentials of Language Arts—are acts of mind by which we communicate as well as construct meaning. Languageing, as both a means of communicating and making meaning, provides the focus of this course.

The first goal of the course is to introduce you to a (necessarily) small but representative sample of the range of questions comprising the field of language, literacy and learning. By the very nature of the field, however, this cannot be a **survey** course of what is, obviously, an enormous area: it can only be an **introduction**. That is to say, rather than attempting to cover the entire field, the course aims to give you the opportunity to explore and understand a **sample** of questions and areas, though in some **depth**. This sample, however, has been selected with an eye to its **representative** quality. Thus, you will examine issues that are traditional as well as questions that are as fresh as this morning's news, and questions of both theoretical and practical significance.

A second major goal of this course is to introduce you to a representative sample of the major **ways** of looking at language, learning and literacy and a representative cross section of some of the literature in the field. At the same time, the course aims to be of immediate and practical use to you, the classroom teacher, by giving you opportunities to extrapolate from and apply your readings to your daily work in the classroom.

The course will provide you with a framework in which to examine and reflect upon: your beliefs regarding learning and teaching language; your role as teacher in engaging children in communicating and searching for meaning; the means by which you can enhance language learning in your classroom. The course is designed to enable you to reflect on your classroom experience and assist you to develop a new repertoire of methods and materials that will enhance language learning in your classroom.

PREREQUISITE: Education 401/402 or an equivalent teaching practicum.

OUTLINE OF TOPICS: The course comprises an introduction and overview, followed by six units of work that focus on the following topics:

- Unit 1 Language, Literacy, and Learning
- Unit 2 Language Learning in the Classroom
- Unit 3 Reading
- Unit 4 Writing
- Unit 5 Talk
- Units 2 and 6 Assessment & Evaluation.

COURSE REQUIREMENTS:

You are required to complete FOUR out of the six units of work - Units 1 and 2 which are mandatory, as well any two of Units 3 through 6. Each unit comprises professional readings and written assignments (including a professional journal), which require you to: prepare for reading; read; reflect on your readings; and, lastly, extrapolate from and apply your readings in a variety of ways; for example, in acquiring certain skills through frequent and/or extended practice in real-life contexts with children.

REQUIRED READINGS:

The **Study Guide** and the **Course Reader** (which includes the professional readings which are not separate textbooks) and the following texts:

For Unit 1:

- Gordon Wells, *The Meaning Makers*. London: Heinemann Educational Books, 1986.

For Units 2, 3, 4, 5, and 6:

- David Booth, Larry Swartz and Meguido Zola, *Classroom Voices: Language-Based Learning in the Elementary School*, Toronto, ON: Harcourt Brace Canada, 1994.

For Unit 4:

- Lucy McCormick-Calkins, (ed.) *The Art of Teaching Writing*. Portsmouth, N.H. Heinemann Educational Books, 1994.

For Unit 5:

- Dorothy Butler, *Cushla and Her Books*. Markham, ON: Penguin, 1980.

For Unit 6:

- Kenneth Goodman, Yetta M. Goodman and Wendy J. Hood (eds.) *The Whole Language Evaluation Book*. Toronto, ON: Irwin, 1989.

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

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