

Summer Session 1998

EDUC 472 - 4
Designs for Learning: Language Arts
(Secondary)
D04.00

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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, to benefit from the educational implications.

REQUIREMENTS

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; 11 to 12 Victoria, B.C.: Ministry of Education.

Roy, K. (Ed.) HBJ Shakespeare Series. Romeo & Juliet. Don Mill, ON: Harcourt Brace Javonovich, 1987.