

Intersession 1998

EDUC 472 - 4
Designs for Learning: Language Arts
(K-12)
***D06.00**

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*Location: Kamloops, B.C.

Schedule: May 7-8; May 14-15; May 21-22;
May 28-29; June 4-5; June 11-12**PREREQUISITE**

Educ 401/402

COURSE DESCRIPTION

Participants in EDUC 472 will examine the teaching of language arts (K-12) in general, and within the context of First Nations Education. Discussions will centre on current philosophies, theories, and practices. A number of questions will be addressed during this intense 6 week course. What is language arts? How is reading/writing/ listening/speaking/ representing integrated into classroom practice? What ways might we approach the teaching of literature--short story, poetry, drama, novel and the essay, and why? What role does the right answer play in students' response to literature? Writing process--how do we teach students to write fluently and with/for pleasure? What role does talk play in students' development as readers and writers? How can teachers create a classroom climate that promotes reading, writing, talking and sharing? During the first class, students will extend this list by contributing additional questions that will be considered during the course.

The classes will consist of a variety of activities including the following: discussing the assigned readings, writing in-class assignments; reading literature aloud; interacting in small groups; listening and responding to short lectures/presentations.

OUTLINE OF TOPICS

- First Nations Education and Language Arts
- Integrating the Language Arts
- Oracy and Literacy-Connections
- Writing K-12: Examining Process
- Literature/Reading in classrooms (K-12)
- Designing a Language Arts Curriculum

REQUIREMENTS

- Attendance/participation in all aspects of the course
- Completion of assigned readings
- In-class Writing Assignments
- Oral Presentation of Children's Literature/Novels for use in classrooms
- Final Project/paper

REQUIRED READINGS

All students will be required to purchase a courseware package of articles, plus the required texts pertinent to their specific teaching areas (secondary, elementary).

EDUCATION 472-4 DESIGNS FOR LEARNING: LANGUAGE ARTS Elementary

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.

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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