

Summer Semester 1999

**EDUC 472 - 4**  
**Designs for Learning: Language Arts**  
**(Elementary)**  
**E01.00**

Kelli Vogstad  
Office: TBA  
Tel: 291-3395

(revised)

---

**PREREQUISITE**

Educ 401/402

**COURSE DESCRIPTION**

If children are to become readers and writers, we as teachers must find ways to create real and purposeful reading and writing experiences in our classrooms. In this course students will explore the principles and components of a "Balanced Literacy Program". Emphasis will be placed on students developing an understanding of how to build a rich and meaningful literacy environment where children can become successful readers and writers.

Instruction will be organized around: professional readings; case studies; discussion and written response; small study groups and task work in cooperative learning groups; demonstrations; and opportunities to view and interact with children's literature, children's work and portfolios. These experiences will provide students with a framework to examine and reflect on their beliefs and understandings about teaching and learning in Language Arts, as well as to increase their knowledge and skills in implementing a successful literacy program.

**REQUIREMENTS**

- regular attendance and participation
- completion of assigned professional readings
- completion of short written assignments and one short oral presentation
- completion of one written project(Description of Literacy Program).

**REQUIRED TEXTS**

Booth, David. Classroom Voices: Language-Based Learning in the Elementary School. Toronto, ON: Harcourt Brace, 1994. ISBN 0-7747-3151-6.

Calkins, Lucy MacCormick. The Art of Teaching Writing. Portsmouth, NH: Heinemann, 1994. ISBN 0-435-08809-2.

Fox, Mem. Radical Reflections, Passionate Opinions on Teaching, Learning, and Living. New York: Harcourt Brace, 1994. ISBN 0-15-607947.

English Language Arts K-7, Integrated Package, 1996. Province of B.C.: Ministry of Education, Skills and Training. IRP 038.

**RECOMMENDED**

Popp, Marcia S. Teaching language and Literature in Elementary Classrooms. Mahwah, NJ: Lawrence Erlbaum Associates, 1996. ISBN 0-8058-22-53-4.

In addition, other reading may be assigned through the semester and available in class.

## **EDUCATION 472-4**

# **DESIGNS FOR LEARNING: LANGUAGE ARTS**

### **Elementary**

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

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

#### **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. Language, as both a means of communicating and making meaning, provides the focus of this course.

The course introduces you to a (necessarily) small but representative sample of the range of questions comprising the field of language, literacy and learning. It will also 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.

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.

#### **OUTLINE OF TOPICS:**

The course comprises an introduction and overview and four units that focus on the following topics: Unit 1A Language, Literacy and Learning; Unit 1B Language Learning in the Classroom; Unit 2 Reading; Unit 3 Writing; Unit 4 Talk.

**See Over**

### **COURSE REQUIREMENTS:**

You are required to complete THREE of the four units of work - Unit 1A and B, Unit 2 and Unit 3. You may complete Unit 4 if you wish. Doing so may result in your final grade being adjusted upward (for example, from a B to a B+). It will not, however, result in the grade being lowered. Each unit comprises professional readings and written assignments that require you to: prepare for reading; read; reflect on your readings; and extrapolate from and apply your readings.

### **REQUIRED TEXTS:**

In addition to the **Study Guide** and the **Course Reader**, the following textbooks are required:

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

Lucy McCormick-Calkins, *The Art of Teaching Writing. (2nd ed.)* Portsmouth, N.H. Heinemann Educational Books, 1994.

Marcia Popp. *Teaching Language and Literature in Elementary Classrooms*. Mahwah, NJ: Lawrence Erlbaum, 1996.

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

### **SUPPLEMENTARY FEES:**

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

## **EDUCATION 472-4**

# **DESIGNS FOR LEARNING: LANGUAGE ARTS**

### **Elementary**

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

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

#### **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. Language, as both a means of communicating and making meaning, provides the focus of this course.

The course introduces you to a (necessarily) small but representative sample of the range of questions comprising the field of language, literacy and learning. It will also 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.

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.

#### **OUTLINE OF TOPICS:**

The course comprises an introduction and overview and four units that focus on the following topics: Unit 1A Language, Literacy and Learning; Unit 1B Language Learning in the Classroom; Unit 2 Reading; Unit 3 Writing; Unit 4 Talk.

**See Over**

### **COURSE REQUIREMENTS:**

You are required to complete **THREE** of the four units of work - Unit 1A and B, Unit 2 and Unit 3. You may complete Unit 4 if you wish. Doing so may result in your final grade being adjusted upward (for example, from a B to a B+). It will not, however, result in the grade being lowered. Each unit comprises professional readings and written assignments that require you to: prepare for reading; read; reflect on your readings; and extrapolate from and apply your readings.

### **REQUIRED TEXTS:**

In addition to the **Study Guide** and the **Course Reader**, the following textbooks are required:

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

Lucy McCormick-Calkins, *The Art of Teaching Writing. (2nd ed.)* Portsmouth, N.H. Heinemann Educational Books, 1994.

Marcia Popp. *Teaching Language and Literature in Elementary Classrooms.* Mahwah, NJ: Lawrence Erlbaum, 1996.

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

### **SUPPLEMENTARY FEES:**

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