

Summer Semester 2000

EDUC 472 - 4
Designs for Learning: Language Arts
(Elementary)
D01.00

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Mondays 8:30-12:20 pm

PREREQUISITE

Educ 401/402

COURSE DESCRIPTION

The course will focus on developing knowledge, skills and strategies to create a rich and stimulating language arts program in the classroom. To offer you the best from both the world of research and the world of the classroom, the course will be team-taught by a professor together with an elementary school teacher.

Issues in reading, writing, speaking and listening will be examined through current theory and teaching practice. Language acquisition will be viewed as a holistic, integrated process through which children's abilities develop naturally as they make meaning of their world.

You will have opportunities to examine your personal beliefs about children, the teacher and the curriculum; and to explore the congruency between theory and practice. The course will provide you with a framework to examine and reflect on your understandings about learning and teaching the language arts, and your role as teacher in engaging children in communicating and searching for meaning.

The course will comprise a broad range of experiences. These will include professional readings, discussion and written response, seminars, demonstrations, individualized tasks and small-group work threaded through cooperative learning strategies. Upon completion of this course you should have an extensive repertoire of strategies and materials to use in the language class.

TOPICS

- the acquisition of language
- the reading process
- the writing process
- the development of oral language and listening skills
- the linking of reading and writing
- the integration of the six Language Arts strands
- reading and writing across the curriculum
- assessment and evaluation
- children's literature in the Language Arts classroom
- developing an effective Language Arts program

REQUIREMENTS

- regular attendance and participation
- completion of assigned professional readings
- completion of short written assignments (including a professional journal)
- completion of one oral and two written projects

REQUIRED READINGS

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

Popp, Marcia S. Teaching Language and Literature in Elementary Classrooms. Mahwah, NJ: Lawrence Erlbaum Associates, 1996. [Copp Clark Pitman: A Longman Co.] ISBN 0-8058-2253-4.

Short, Kathy G.S & Pierce, K.M. Talking About Books: Creating Literate Communities. Portsmouth, NH: Heinemann, 1990. ISBN 0-435-08526-3.

In addition, other readings as available on first day of class and/or assigned through the semester.

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.