

Summer Session 2000

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

Dr. Geoffrey Madoc-Jones

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Tuesday &amp; Thursday 17:30-21:20

**E02.00****PREREQUISITE**

Educ 401/402

**COURSE DESCRIPTION**

This course will focus on developing knowledge, skills and strategies to create a rich and stimulating language arts program in the secondary school classroom. Issues in the teaching of the reading of literature, writing, speaking and listening will be examined through current theory and teaching practice.

**OUTLINE OF TOPICS**

- The historical context of modernity and post-modernity and its cultural, social and individual ramifications for language arts educators will be investigated.
- The key concepts in this area of study, such as: *literature, genre, semantics, semiotics, discourse, writing process, reader response, hermeneutics, media studies evaluation and education*, will be examined through an investigation of their epistemological and historical roots as well as by an analysis of the contemporary debate in the area of language theory.
- A series of literary works will be studied in common, both for the purpose of explication and as the basis for the development of practical activities for the secondary classroom.
- A variety of expressive forms, both written and spoken, will be studied so that students' can develop and present their own creative performances.
- Recent contributions to our understanding of how secondary school learner's thinking and interests develop will be studied, while considering how these could affect the design of curricula and the implementation of instruction.
- Drawing on the readings and the expressive activities students will focus on the production of a piece of curriculum in the area of secondary language arts.

**REQUIREMENTS**

1. Interpretation of the selected texts and seminar presentation (10%)
2. Four brief commentaries (between three and five pages, typed-double spaced) on ideas and/or issues raised by the readings. (20%)
3. Presentation of a work of verbal art to the class. (30%)
4. The production of a piece of curriculum in the area of secondary language arts. (40%)

**REQUIRED READINGS**

**\*\*Note: Students are advised to read the literary works before the first class.\*\***

Tchudi, S & D. Mitchell. Exploring and Teaching the English Language Arts (4th Edition) Stephen Longmans.

William Shakespeare. (Eds Roger Warren and Stanley Wells) Twelfth Night or What You Will. Oxford.

Pearson, K. This Land. A Cross-Country Anthology of Canadian Fiction for Young Readers. Puffin Books.

Michaels, A. Fugitive Pieces. M&S.

Hollander, J. (Ed.) Committed to Memory 100 Best Poems to Memorize. Riverhead Books.

Crystal, D. The Penguin Dictionary of Language (2nd Edition). Penguin Books.

Custom courseware package. (available from SFU Bookstore)



**Simon Fraser University**  
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June 14, 2000

Dear Student,

Welcome to EDUC 472-4 Designs for Learning Language Arts (Secondary),  
Summer Session 2000.

As this is a Summer Session course it takes place over a very short period of time during which you have a great deal of work to get through. In light of this fact, I would advise you to obtain the texts and read them thoroughly prior to the first day of classes. Each of the initial classes will contain a lecture, a seminar and an opportunity for you to give a brief presentation to the class, which you should give some consideration.

I will require your email address in order to set up a group email. You can either send it to me on receipt of this letter or bring it to class on the first day. If you are emailing it my address is [madocjo@sfu.ca](mailto:madocjo@sfu.ca)

I have included a detailed course outline. Please contact me if you have any questions

Sincerely,

A handwritten signature in cursive script that reads "Geoff Madoc-Jones".

Dr. Geoff Madoc-Jones

## EDUC 472-4 Designs for Learning: Language Arts

Summer Session 2000

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Most classes will follow a common format which will include the following:

1. Lecture (Madoc-Jones) (@ 30 mins)

Each class will begin with a brief lecture on a topic pertinent to the course.

2. Discussion (Class) (@ 30 mins)

The issues raised in the lecture will be discussed by the whole class.

3. Workshop (Groups) (@ 90/120 mins)

A practical teaching and learning activity will be worked on. This will entail students becoming familiar with the activity themselves and developing strategies for teaching. This will include taking into account learners' individual differences, e.g. gender, exceptional, ESL.

4a. Presentations (Individuals) (@ 10 mins each)

Each class individual students will lead the whole class in a Language Arts activity. These include:

(a) Oral Interpretation: the reading of a poem followed by a discussion of "How does it mean?"

(b) Curriculum and Teaching: the selection of a section from the Exploring and Teaching the English Language Arts (4th Edition) by Stephen Tchudi and Diana Mitchell, followed by commentary and suggestions.

(c) Key Language Concept: the selection of a key language concept(s) from The Penguin Dictionary of Language (2nd Edition) by David Crystal, followed by a commentary.

(d) Free Write: the leading of the class in a brief pre/writing activity.

4b. Performances: (Individuals) (@ 20 mins each)

Each student will perform a work of verbal art in the class and a follow-up activity.

### Course Timeline

<b>July 4</b>	<b>Introduction to the course</b> Lecture/Discussion 1: <i>Language Arts Education and Self-Understanding</i> Workshop: <i>Becoming an ELA Teacher</i> . Reading: Tchudi and Mitchell, Chapter(s): Prologue/1.
<b>July 6</b>	<b>Fiction</b> Lecture/Discussion 2: <i>Reader-response, Reception Aesthetics and the Creation of Possible Worlds</i> . Workshop: <i>Teaching Fiction</i> . Study Text: <u>This Land</u> , ed. Kit Pearson. Student Presentations.
<b>July 11</b>	<b>Fiction</b> Lecture/Discussion 3: <i>The Reading Process: A Phenomenological Approach</i> . Workshop: <i>The Novel Unit</i> . <u>Fugitive Pieces</u> , Anne Michaels. Student Presentations. Reading: Tchudi and Mitchell, Chapter(s) 5/6/7.
<b>July 13</b>	<b>Fiction</b> Lecture/Discussion 4: <i>The Novel and the Imagination</i> . Workshop: <i>Responding to the Novel</i> . <u>Fugitive Pieces</u> , Anne Michaels. Student Presentations.

- July 15**  
 Reading: Tchudi and Mitchell, Chapter(s) 5/6/7.  
**Poetry**  
 Lecture/Discussion 5: *How does a Poem Mean? Meter, Voice and Tradition.*  
 Workshop: *Performing, Interpreting, and Understanding Poetry.*  
Committed to Memory 100 Best Poems. Ed. John Hollander.  
 Student Presentations.
- July 18**  
 Reading: Tchudi and Mitchell, Chapter(s) 5/6/7.  
**Oracy**  
 Lecture/Discussion 6: *Sounding Out Meaning.*  
 Workshop: *Verbal Art.*  
 Student Presentations.
- July 20**  
 Reading: Tchudi and Mitchell, Chapter 11.  
**Drama**  
 Lecture/Discussion 7: *The Bard of Avon Today.*  
 Workshop: *Teaching Shakespeare.*  
Twelfth Night or What You Will. William Shakespeare.  
 Student Presentations.
- July 25**  
 Reading: Tchudi and Mitchell, Chapter 11.  
**Drama**  
 Lecture/Discussion 8: *Drama in the ELA Classroom*  
 Workshop: *Shakespeare on film.*  
Twelfth Night, or What You Will. William Shakespeare.  
 Student Presentations.
- July 27**  
 Reading: Tchudi and Mitchell, Chapter 11.  
**Curriculum Design and Implementation**  
 Lecture/Discussion 9: *Teacher Professional Knowledge.*  
 Workshop: *Creating Instructional Units.*  
 Student Performances.
- August 1**  
 Reading: Tchudi and Mitchell, Chapter(s) 2/3/4.  
**Responding to Students' Work**  
 Lecture /Discussion 10: *Is it for Marks?*  
 Workshop: *Assesment, Evaluation and Grading.*  
 Student Performances.
- August 3**  
 Reading: Tchudi and Mitchell, Chapter 13.  
**Writing**  
 Lecture/ Discussion 11: *Contemporary Writing Pedagogy.*  
 Workshop: *Personal, Poetic and Transactional Writing.*  
 Student Performances.
- August 8**  
 Reading: Tchudi and Mitchell, Chapter 8.  
**Writing**  
 Lecture/Discussion 12: *Grammar, Usage and Correctness.*  
 Workshop: *Teaching the Basics.*  
 Student Performances.  
 Reading: Tchudi and Mitchell, Chapter(s) 9/10.