

**Designs for Learning: Language Arts  
(Elementary)**

Office: TBA

Phone: TBA

Mondays 13:00-16:50

D02.00

**PREREQUISITE:**

Educ 401/402

**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, portfolios, and elementary students. 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
- \* completion of two written projects (Profile of a Learner and Description of Literacy Program)

**Required Readings**Calkins, Lucy McCormick. The Art of Teaching WritingFox, Mem. Radical Reflections, Passionate Opinions on Teaching Learning, and LivingMay, Frank, B. Reading as Communication, 5th EditionEnglish Language Arts K-7, Integrated Resource PackagePerformance Standards for WritingPerformance Standards for Reading

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