

Summer Semester 2003

EDUC 472 - 4

**Designs for Learning:
Elementary Language Arts
E01.00**

Jean Warburton

Office: EDB 8635

Phone: 268-6857

Email: jwarburt@sfu.ca

Wednesdays 17:30-21:20
in EDB 7600**PREREQUISITE:**

Educ 401/402

This course is designed for teachers who are interested in creating rich, stimulating and effective language arts programs in the elementary classroom. It will explore the six strands of the language arts - listening, speaking, reading, writing, viewing and representing, and will focus on developing knowledge of theories of language and language acquisition, and on designing engaging teaching/learning activities. The course will pay particular attention to children's literature in the elementary classroom, how it supports the acquisition of language, and the continuing role it plays in the development of literacy. The course will also address issues related to language minority learners in the language arts classroom and the challenges of meeting their particular needs.

The course will involve a broad range of activities and experiences - professional readings, discussions, written responses, seminars, demonstrations, individual tasks, and small-group work. Students will have opportunities to examine the relationship between theory and practice, to critically reflect on their beliefs about the role of the teacher and the nature of good language arts teaching, and to develop a set of sound principles to guide their work with children.

TOPICS

- language and literacy
- language acquisition
- children's literature in the Language Arts classroom
- the development of oral language (speaking and listening)
- reading and writing
- viewing and representing
- the integration of the six Language Arts strands
- the minority language learner
- assessment and evaluation
- the Language Arts program

REQUIREMENTS

- regular attendance and participation
- completion of assigned professional readings
- completion of short oral and written assignments
- completion of practical projects

REQUIRED READINGS

Tompkins, G. (1998). *Language Arts: Content and teaching strategies (4th Ed.)* New Jersey: Simon and Schuster

Readings from selected children's books (on reserve in the library)

Additional articles/readings will be distributed/assigned throughout the semester.

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. Languageing, 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.

COURSE REQUIREMENTS:

You are required to complete THREE of the four units of work - Unit1A 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	\$25

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COURSE REQUIREMENTS:

You are required to complete **THREE** of the four units of work - Unit1A 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.

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