

**SIMON FRASER UNIVERSITY
SUMMER (INTERSESSION) 2006**

**EDUC 472-4
DESIGNS FOR LEARNING: ELEMENTARY LANGUAGE
ARTS
(E02.00)**

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TUESDAY & THURSDAY 5:30-9:20 in AQ 5038

PREREQUISITE: EDUC 401/402

COURSE DESCRIPTION:

Designs for Learning: Elementary Language Arts is a practically-oriented course intended for teachers who are interested in creating engaging, inclusive, research-based Language Arts programs in culturally and linguistically diverse elementary classrooms. Language Arts is defined broadly to include listening, speaking, reading, writing, viewing and representing. A key characteristic of the course will be the promotion of high-quality literature and informational texts in classroom activities, but we will also consider ways in which teachers and students can draw on popular culture and digital technologies to foster students' literacy development.

COURSE OBJECTIVES

Participants will engage in a variety of activities designed to:

- Develop a rich repertoire of research-based instructional strategies appropriate to elementary Language Arts programs.
- Enhance critical awareness and appreciation of children's literature and other resources appropriate for elementary Language Arts programs.
- Learn about and practice performance-based literacy assessment strategies.
- Explore ways to differentiate instruction to address the needs of all students.

REQUIREMENTS

1. Give a fifteen-minute booktalk.
2. Hand in 10 short, in-class writing assignments based on the assigned readings..
3. Develop an inquiry-based unit or a resource-based unit to be taught over two weeks in an elementary classroom

REQUIRED TEXT(S)

Tompkins, G. E. et al. (2005). Language arts: Content and teaching strategies (3rd Canadian edition). Toronto, ON: Pearson.

Selected professional articles and book chapters (will be made available on reserve)

RECOMMENDED TEXTS

Cunningham, P. M. (2000). Phonics they use: Words for reading and writing. New York: Longman.
(Primary focus)

Strickland, D. S., Ganske, K. & Monroe, J. K. (2002). Supporting struggling readers and writers: Strategies for intervention 3 – 6. Portland, Maine: Stenhouse / Newark, Delaware: International Reading Association. (Intermediate focus)

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