

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2007**

**EDUC 472-4
DESIGNS FOR LEARNING: ELEMENTARY LANGUAGE
ARTS
(E03.00)**

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Tuesday 5:00-8:50 UCFV Abbotsford Room A305

PREREQUISITE: EDUC 401/402

- Course Overview
- Purpose of the course
- Assignments
- Assessment and Evaluation

Course Description

This course is for those interested in learning about designing a comprehensive language, literacy and learning program that works for diverse groups of learners in the elementary grades.

This course aims to give you opportunities to explore issues around the teaching and learning of language and literacy that are theoretical in nature and of immediate and practical use to the classroom teacher.

This course is designed to enable you to reflect on your classroom experiences and assist you to develop a repertoire of methods and materials that will deepen and enrich the language and literacy learning of all your students.

Requirements

- In-class attendance
- Participation in weekly presentations
- Reading and discussing the research/professional literature
- Engaging in practice tasks and curriculum/program building
- Self-Evaluation

Readings

1. Popp, M.S. (2005). Teaching language and literature in elementary classrooms. Lawrence Erlbaum Associates, Publishers. New Jersey.
2. Culham, R. (2003). 6+1 Traits of Writing The Complete Guide Grades 3 and Up Scholastic Professional Books. Canada
3. Buis, K. (2004). Writing every day. Pembroke Publishers. Canada.

The Purpose of the Course

The purpose of the course is to introduce you to a sampling of the major ways of looking at language, learning and literacy and a cross-section of some of the literature in the field. It is designed to be of immediate and practical use to elementary school teachers. It is also designed to be a framework in which to examine and reflect upon your beliefs as a language/literacy teacher, your role as a teacher in engaging students in making meaning, and the means to deepen and enrich the learning of a diverse group of learners.

This course is for anyone interested in learning about the key activities to involve students in reading, writing, listening and speaking, thinking and inquiry in the elementary classroom. These key activities will be examined over the fourteen sessions of Designs for Learning: Language Arts – Summer Session.

- Session 1: Building a Community of Learners
- Session 2: Integrated Language Learning
- Session 3: Read Aloud/Independent Reading
- Session 4: Creating a Literature Base
- Session 5: Shared Reading/ Media and Technology
- Session 6: Guided Reading/ Reading Conferences
- Session 7: The 6 +1 Traits of Writing
- Session 8: Writing to Learn
- Session 9: Listening/Speaking - Indep. Centers
- Session 10: Writer's Workshop
- Session 11: Making Words Stick
- Session 12: Mini-Lessons
- Session 13: Curriculum with Language, Literature Themes
- Session 14: Putting It All Together - Project Sharing - Self-Evaluation

Course Overview

Session 1 -: Building a Community of Learners

Introduction – Expectations – Building in Assessment and Evaluation

READING CIRCLE – Discussion of Professional Reading:

Culham. 6+1 Traits of Writing Grades 3 and Up. Chapter 1 +2

Session 2 -: Integrated Language Learning

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapters 1 + 12

READING CIRCLE – Discussion of Professional Reading: Buis. Writing Every Day. Chapter 1+2

Session 3 -: Read Aloud & Independent Reading

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapter 2 + 3

Session 4 -: Creating a Literature Base

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapters 4

READING CIRCLE – Discussion of Professional Reading: Buis. Writing Every Day. Chapter 3+4

Session 5 -: Shared Reading and Media and Technology

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapters 5 + 10

READING CIRCLE – Discussion of Professional Reading: Buis. Writing Every Day. Chapter 5+6

Session 6 –: Guided Reading/ Individual Reading Conferences

READING CIRCLE – Discussion of Professional Reading: Selected Articles on Guided Reading

READING CIRCLE – Discussion of Professional Reading:

Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapter 6

Session 7: The 6+ 1 Traits

READING CIRCLE – Discussion of Professional Reading:

Culham. 6+1 Traits of Writing Grades 3 and Up Chapter 3 + 4

Session 8: Writing to Learn

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapter 8

Session 9: Listening and Speaking and Independent Learning Centers

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapters 7

Session 10: Writer's Workshop

READING CIRCLE – Discussion of Professional Reading:

Culham. 6+1 Traits of Writing Grades 3 and Up Chapter 5 + 6

READING CIRCLE – Discussion of Professional Reading: Buis. Writing Every Day. Chapter 7+8

Session 11: Making Words Stick

READING CIRCLE – Discussion of Professional Reading: Articles

Discussion of Professional Reading: Buis. Making Words Stick. Chapter 1

Session 12: Mini-Lessons

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapter 9

READING CIRCLE – Discussion of Professional Reading:

Culham. 6+1 Traits of Writing Grades 3 and Up Chapter 7 + 8

Session 13: Curriculum With Language, Literature Themes

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms Chapters 11

Session 14: Putting It All Together! / Self-Evaluations

READING CIRCLE – Discussion of Professional Reading: Marcia S. Popp, Teaching Language & Literature in Elementary Classrooms. Chapter 12 + 1.

Course Requirements

ATTENDANCE: 10% of your final grade

PARTICIPATION: 15% of your final grade

LANGUAGE ARTS PROJECT: 25% of your final grade

DAILY LETTER ASSIGNMENT: 25% of your final grade

LANGUAGE ARTS PROGRAM: 25% of your final grade

The completion of course requirements forms the basis for the assessment and evaluation of your work in Education 472: Language Arts. Your work will be graded according to university grading guidelines. Criteria will be set for each area of your work, and criterion-referenced evaluation strategies will be used. The final evaluating process comprises both self-evaluation and evaluation by the course instructor.