

EDUCATION 496-4

SPECIAL TOPIC: WHOLE LANGUAGE

Fall, 1988
Thursday, 4:30 - 8:20 p.m.
Location: MPX 8620

Instructors: Pat Holborn & Linda Wingren
Telephone: 291-3395

"Whole language in its essence goes beyond the simple delineation of a series of teaching strategies to describe a shift in the way in which teachers think about and practise their art."

Sharon Rich, 1985, p. 717

ELIGIBILITY

This course is open to any student eligible to take an upper division course in Education. Teaching experience is not essential.

PURPOSES

The purposes of this course are to help beginning and experienced teachers a) understand the theoretical foundations on which whole language instruction is based, and b) develop practical strategies for a whole language approach throughout the classroom curriculum.

OBJECTIVES

Students in this course will:

1. understand the theoretical and research foundations of the whole language approach;
2. become familiar with a variety of instructional strategies for implementing a whole language approach;
3. become familiar with strategies for assessing children's language and evaluating individual progress in a whole language program;
4. clarify personal beliefs about the teacher's role in a whole language program;
5. be able to articulate a rationale for using a whole language approach in their own classrooms, supported with examples from current educational literature and classroom practices.

OUTLINE OF TOPICS

Theoretical and Research Foundations of Whole Language
Whole Language Principles
Developing Meaning Through Oral Language
Developing Meaning Through Reading and Writing
Designing an Integrated Whole Language Program
Evaluation in Whole Language

FORMAT

The course addresses both theories of whole language development and instruction and the more practical, day-to-day aspects of teaching using a whole language approach. Therefore classes will include a variety of learning opportunities such as lectures, class discussions, small-group tasks, experiential learning activities and student presentations. The instructors will alternate week by week to complement the investigation of whole language principles with the modeling of whole language teaching strategies.

RECOMMENDED READINGS

- Booth, D., Swartz, L., & Zola, M. *Choosing Children's Books.*
Calkins, L. McCormick. *The Art of Teaching Writing.*
Donaldson, M. *Children's Minds.*
Hansen, J., Graves, D., & Newkirk, T. *Breaking Ground: Teachers Relate Reading and Writing in the Elementary School.*
Newman, Judith (ed.). *Whole Language Theory in Use.*
Smith, F. *Insult to Intelligence.*
Trelease, J. *The Read-Aloud Handbook.*
Waterland, L. (1985). *Read With Me: An Apprenticeship Approach to Reading.*
Wells, G. *The Meaning Makers.*

Throughout the course the instructors will suggest additional articles and books for enrichment reading pertinent to topics discussed in class.

ASSIGNMENTS

1. Professional journal;
2. Professional reading;
3. In-class presentation: book talk or teaching strategy;
4. Choice of one of the following (may be done as a cooperative group project):
 - a. critique of a basal reader;
 - b. classroom writing project;
 - c. presentation for parents on a whole language classroom program.

EVALUATION

Assignments will count 90% toward the course grade. The remaining 10% will be based on participation. Participation will be assessed on the basis of the individual's involvement in class activities, contributions to discussion, and sharing of ideas and materials. Thoughtfulness as well as frequency of contributions will be considered.

Students will be expected to participate in a final evaluation conference with an instructor during the last week of classes or the immediately following week. There will be no examination.