

SIMON FRASER UNIVERSITY
EDUC. 385-4
WHOLE LANGUAGE

Intersession, 1990
May 8 - June 14
Monday, Wednesday; 4:30 - 8:20
Location: MPX7500

Instructor: Pat Holborn
Office: MPX 8641
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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.

Goals

Students in this course will:

1. understand the theoretical and research foundations of a whole language approach to literacy development;
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 development and evaluating individual growth in a whole language program;
4. discuss the relationships among the principles of whole language and curricular directions provided by the Year 2000 document, the Primary Program and the Intermediate Program;
5. clarify personal beliefs about the teacher's role in a whole language program;
6. 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.

Content Overview

Week 1: Introduction to Whole Language
Week 2: Developing Meaning through Oral Language
Week 3: Developing Meaning through Reading
Week 4: Developing Meaning through Writing
Week 5: Designing an Integrated Program
Week 6: 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.

During the course students will be asked to participate in learning activities based on whole language instructional principles. Participants are encouraged to study these experiences from the viewpoint of learners as well as teachers.

Readings

Required

Atwell, N. **In the Middle: Writing, Reading, and Learning with Adolescents.** Heinemann. ISBN 0-86709-163-0. (For intermediate teachers)

Forester, A., & Reinhart, M. **The Learner's Way.** Peguis. ISBN 0-920541-96-8 (For primary teachers)

Recommended

Booth, D., Swartz, L., & Zola, M. **Choosing Children's Books.** Pembroke. ISBN 0-921217-12-9.

McCormick-Calkins, L. **The Art of Teaching Writing.** Heinemann. ISBN 435-08246-9.

Routman, R. **Transitions: From Literature to Literacy.** Heinemann. ISBN 0-435-08467-4.

Trelease, J. **The Read-Aloud Handbook.** Penguin. ISBN 014-046-727-0.

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

Course Requirements

- Attendance and participation in all aspects of the course
- Completion of assigned professional readings
- Completion of oral and/or written assignments
- Completion of final self-evaluation summary

Grading Criteria

- A Represents superior (A-) to exceptional (A+) performance which goes beyond the specified requirements of the assignment(s).
- B Represents good (B-) to very good (B+) performance which meets all the specified requirements of the assignment(s).
- C Represents acceptable (C-) to satisfactory (C+) performance.
- D Represents clear deviation from acceptable standards, including: Major factual inaccuracies, major gaps in the knowledge base, ambiguous, unclear or inaccurate presentation, poor organization leading to lack of coherence, and major errors in style.
- E Represents serious deviation from acceptable standards, including all the deficiencies of a D plus a major misunderstanding of the focus of the assignment.
- F Represents a lack of content in major areas of the assignment.